

Idaho's State Systemic Improvement Plan (SSIP) Phase III, Year 4



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Idaho's State Systemic Improvement Plan (SSIP) Phase III, Year 4 Narrative

Introduction

In Phase III, Year 4 of the State Systemic Improvement Plan (SSIP), the Idaho Infant and Toddler Program continues to move forward in a manner consistent with the revised implementation and evaluation plans reported in Phase III, Year 1. Interim measures show that Idaho has met many of the milestones in the SSIP and is happy to report progress toward intended outputs and outcomes denoting progress toward the SiMR.

This narrative report for Phase III, Year 4 describes continued progress toward infrastructure development and improvements to practice that have taken place in the Idaho Infant and Toddler Program over the past year. Additionally, the narrative discusses the revisions made to the SSIP implementation plan this year and the rationale for those revisions. This document also outlines how multiple stakeholders were informed of progress on the SSIP and engaged in the SSIP decision-making process.

Phase III, Year 4 of Idaho's SSIP builds on Phases I, (One) II and III, which are available on Idaho's website at www.infanttoddler.idaho.gov under the Reports tab.

A. Summary of Phase III

Idaho's Theory of Action, Logic Models, and Evaluation Plan are aligned to ensure that strategies are linked with the intended outcomes and the state-identified measurable result (SiMR).

A.1. State-identified Measurable Result (SiMR)

Idaho's SiMR is to *increase the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development.*



The SiMR statement refers to the Child Outcome Indicator, 3.A. – Positive Social-Emotional Skills, and is tailored to Summary Statement 1 – Infants and Toddlers Who Increase Their Growth.

Idaho's SiMR focuses on measuring improved results in three of Idaho's seven public health regions (Regions 1, 2, and 3). Idaho plans to implement the successful strategies statewide in the future.



Theory of Action and Logic Model for the SSIP

As Idaho assessed its infrastructure through Phases I (One) and II of the SSIP, we narrowed our focus to three priority areas that will lead to improved outcomes:

- 1) Early Childhood Outcomes Processes
- 2) Monitoring and Accountability, and
- 3) Professional Development

Idaho's Theory of Action (see pages 4 through 6) and Logic Models (see pages 7 through 15) are organized around these three areas and show how Idaho will leverage each area to improve outcomes.

The Theory of Action provides a broad overview of how Idaho plans to increase the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social emotional development. The Logic Models for each priority area provide more detail on specific inputs, activities, outputs, outcomes (both short- and intermediate-term), and long-term impact.

In Phase III, Year 4 Idaho made updates to the Theory of Action and Logic Model to further clarify scale-up activities as they relate to the demonstration sites and the remaining regions as well as modifying activities to reflect piloting and scale-up. Changes and updates are indicated with **blue highlighted text** below.

Early Childhood Outcomes Process

If...	Then...	Then...	Then...
<p>If ITP strengthens the early childhood outcomes process for ITP staff, contractors, and families through training for staff and contractors and the development of additional resources for staff and families</p>	<ul style="list-style-type: none"> • Staff and contractors are proficient in the ECO process including determining the ECO ratings • Demonstration Site staff and contractors are proficient in their knowledge of typical/atypical social emotional development 	<ul style="list-style-type: none"> • Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development • Non-demonstration site staff and contractors (Regions 5, 6, & 7) are proficient in their knowledge of typical/atypical social emotional development • The state has an improved system for Child Outcome Measurement 	<p>... there will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development</p>

Monitoring and Accountability

If...	Then...	Then...	Then...
<p>If ITP establishes standardized statewide checks that review and monitor early childhood outcome data and social emotional practices</p>	<ul style="list-style-type: none"> • ECO processes are implemented in a standardized way in the pilot sites • State and local level leadership has knowledge of the implementation and ongoing data from ECO process fidelity check data to use for ongoing improvement 	<ul style="list-style-type: none"> • Families have an awareness and understanding of the ECOs • Families are involved in the ECO process including determining ECO ratings • Final ECO processes are implemented in a standardized way statewide • Staff and contractors embed social emotional practices into their work with families during home visits • Staff and contractors use ECO processes to improve the accuracy of social emotional ECO ratings 	<p>... there will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development</p>

Professional Development

If...	Then...	Then...	Then...
<p>If ITP builds a sustainable system to support coaching in natural learning environments evidence-based practices that include social emotional competencies</p>	<ul style="list-style-type: none"> ● EI E.P.S.D.T. funds are secured to ensure continued sustainability of early intervention evidence-based practices ● EI providers in pilot sites who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity 	<ul style="list-style-type: none"> ● EI providers statewide who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity ● EI mentors who have been trained and mentored implement EBP mentoring (Coaching in Natural Learning Environments) with fidelity ● A sustainable statewide system is in place to support personnel development and technical assistance ● EI Demonstration Sites’ infrastructure is adequate to implement a team-based approach for EI EBP ● EI Demonstration Sites’ infrastructure is adequate to implement use of a primary coach approach for EI EBP ● EI Demonstration Sites’ infrastructure is adequate to implement coordinating joint visits for EI EBP ● EI Demonstration Sites’ infrastructure is adequate to implement the coordinating team meetings for EI EBP ● Families are aware of and understand how to support the social emotional development of their child 	<p>... there will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development</p>

Early Childhood Outcomes (ECO) Logic Model

STRATEGY: Strengthen the early childhood outcomes process for ITP staff, contractors, and families through training for staff and contractors and the development of additional resources for staff and families

PRIORITY: Results from Demonstration Site activities suggest the need to modify the ECO process in order to make it more meaningful and useful for the program and families

INPUTS:

- Demo Site Findings
- Exploration Team
- National T.A.
- Other States
- IPUL (Idaho Parents Unlimited)
- Infrastructure Analysis
- ECTA/DaSy (Center for IDEA Early Childhood Data Systems) ECO online modules
- ENHANCE Survey
- Idaho STARS Professional Development online trainings
- E-Learning Guidelines Matrix
- ECTA Competencies for ECOs
- C.S.E.F.E.L. (Center on the Social and Emotional Foundations for Early Learning)
- Rhode Island Association for Infant Mental Health Professional Development

ECO ACTIVITIES	ECO OUTPUTS
<p>Activity 1: Deliver or make available ECO training for staff and contractors so they may better understand how to complete ECO ratings</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • ECO reports are included in tri-annual hub leadership data reporting • Assessment Team formed • Anchor and entry/exit assessments currently used are identified • Training materials are developed • Family materials are developed • ECO training provided to intended participants • Review ECO knowledge checks in Demonstration Sites to identify necessary continued education
<p>Activity 2: Explore embedding ECOs into the IFSP</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Review ECO materials from ECTA and other states • Talking points for staff developed • Hub Leaders present talking points to staff for feedback • Exploration Team is formed • Current processes and readiness are examined through a Self-Assessment • Opportunities to integrate ECOs into our processes are identified • Opportunities to integrate ECOs are prioritized • State and Local Leadership has determined feasibility of embedding ECOs into the IFSP based on resources
<p>Activity 3: Deliver or make available training in Demonstration Sites to enhance staff and contractors' understanding and use of social emotional information to determine the social emotional ECO rating</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Training materials are developed • Social emotional ECO training provided to intended participants
<p>Activity 4: Scale-up SE training in non-demonstration sites to enhance staff and contractors' understanding and use of social emotional information to determine the social emotional ECO rating</p>	<p>Output: Social emotional ECO training provided to intended participants</p>

<p>Activity 5: Pilot new ECO processes, resources, and tools in Demonstration Sites</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Demonstration Sites have determined the methods for implementation in their local areas • Monthly check-in questions have been developed and reviewed • Information from focus groups gathered
<p>Activity 6: Based on information from the pilot, scale-up new ECO processes, tools, and resources statewide</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Complete parameters for ECO tools, resources and process • Communication and evaluation plan created • Demonstration Sites and remaining regions have determined and implemented the methods for implementation of final action plans in their local area • ECO training materials revised • ECO training provided to intended participants

SHORT-TERM OUTCOMES

- Staff and contractors are proficient in the ECO process including determining the ECO ratings.
- Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development.

INTERMEDIATE-TERM OUTCOMES

- Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development.
- Non-demonstration site staff and contractors (Regions 5, 6, & 7) are proficient in their knowledge of typical/atypical social emotional development.
- The state has an improved system for Child Outcome Measurement [Purpose, Analysis and Using Data].
- Families have an awareness and understanding of the ECOs.
- Families are involved in the ECO process including determining ECO ratings

LONG-TERM IMPACT: There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development.

Monitoring and Accountability Logic Model

OVERARCHING GOAL: Establish standardized statewide checks that review and monitor early childhood outcome data and social emotional practices

PRIORITIES:

- Need a structure that ensures fidelity to the ECO process
- Need a structure and process that ensures social emotional competencies are embedded into EI EBP

INPUTS:

- National T.A.
- Systems Framework
- Infrastructure Analysis
- Part B ECO Process Fidelity
- EI EBP fidelity
- Data Analyst
- Demonstration Sites
- I.T.P. KIDS
- Crystal Reports
- S.E. Competencies
- ECO process Fidelity tools

MONITORING and ACCOUNTABILITY ACTIVITIES	MONITORING and ACCOUNTABILITY OUTPUTS
<p>Activity 1: Develop a standardized QA/Q.I. process to review compliance and program performance</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Final policies and procedures posted to the ITP SharePoint site • QA teams are identified within the policy and pilot teams and sites are identified • Q.I. communication feedback loop process is developed and posted on the SharePoint site • Monitoring system is developed with ITP and posted to the SharePoint site • System improvements are identified
<p>Activity 2: Explore embedding ECO process fidelity checks and SE competency checks into QA/Q.I. process</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • State leadership has determined feasibility of embedding ECOs process fidelity checks and SE competency checks into QA/Q.I. process • Pilot ECO Process Fidelity Tool developed- • Training materials developed • ECO process fidelity check training provided to intended participants
<p>Activity 3: ECO process fidelity checks are implemented</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • ECO process fidelity check using Key Survey is provided to intended pilot participants • Pilot ECO process fidelity data reports developed • Presentation of fidelity check data at hub leadership meetings • ECO process fidelity check using Key Survey is provided to intended statewide participants
<p>Activity 4: Staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Presentation of fidelity check data at hub leadership meetings • Survey questions for staff/contractors have been developed and reviewed • Data from survey questions for demonstration site staff/contractors have been compiled and analyzed • Non-demonstration sites complete 6-month SE training follow-up Key Survey

SHORT-TERM OUTCOMES

- ECO processes are implemented in a standardized way **in the pilot sites**
- State and local level leadership has knowledge of the ~~implementation and ongoing data from~~ ECO process fidelity check **data to use for ongoing improvement**

INTERMEDIATE-TERM OUTCOMES

- Final ECO Processes are implemented in a standardized way statewide
- Staff and contractors embed social emotional practices into their work with families during home visits
- ~~Staff and contractors use ECO processes to improve the accuracy of social emotional ECO ratings~~

LONG-TERM IMPACT: There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development

Professional Development Logic Model

OVERARCHING GOAL: Build a sustainable system to support social emotional development using the coaching in natural learning environments evidence-based practices

PRIORITIES:

- Need to identify social emotional competencies for staff/contractors to embed into EI EBP
- Opportunity to leverage current EI EBP infrastructure
- Opportunity to improve infrastructure through EI E.P.S.D.T. benefits

INPUTS:

- Key Principles
- AIM Early
- Idaho STARS
- Sheldon & Rush EI EBP Program
- EI EBP Workgroup
- EI EBP Infrastructure
- EI EBP Fidelity
- Exploration Team
- Demonstration Site Findings
- National T.A.
- Other States
- IPUL (Idaho Parents Unlimited)
- C.S.E.F.E.L.
- National Alliance of Children's Trust and Prevention
- E.P.S.D.T. Management Team
- Medicaid staff
- Family and Community Services staff

PROFESSIONAL DEVELOPMENT ACTIVITIES	PROFESSIONAL DEVELOPMENT OUTPUTS
<p>Activity 1: Build a sustainable infrastructure to support EBP</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Training materials developed • EBP activities have been developed and implemented in regions • Completed checklists for implementing a Primary Coach Approach to Teaming
<p>Activity 2: Develop EBP mentor and master mentor cadre, including a path to fidelity</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • National experts deliver training and consultation/reflective practice to mentors • Training continuum developed for mentors • Master mentors mentored state practitioners to reach mentor status • Master mentors mentor existing mentors to reach master mentor status • Master mentors attend Shelden and Rush national fidelity coach institute and obtain fidelity certification
<p>Activity 3: Develop early intervention team member path to EBP fidelity</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Training curriculum for practitioners has been developed • Practices to ensure EBP fidelity have been explored • Feasibility of AIM Early Idaho endorsement (includes social emotional competencies) for ITP staff and contractors is explored • Feasibility of utilizing Dathan Rush and M’Lisa Shelden to provide training to ITP staff and contractors on PSP/SE Competencies is explored • Feasibility of CEFELL Social Emotional Competencies for ITP staff and contractors is explored • Finalized EI EBP training continuum • Tools have been identified to measure EBP fidelity
<p>Activity 4: Develop process to identify practitioners who have reached fidelity with EBP</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Standardized procedures have been developed to measure EBP fidelity • Training is delivered to mentors • Tracking mechanism is developed • Mentors attend the Fidelity in Practice-Early Intervention (FIP-EI) online certification training • EBP fidelity measured and tracked
<p>Activity 5: Develop or adopt a list of standard state-approved social emotional tools</p>	<p>Output: List of state-approved standard social emotional tools completed</p>

<p>Activity 6: Engage in program infrastructure improvements to allow for improved access to timely services and an improved professional development system</p>	<p>Outputs:</p> <ul style="list-style-type: none"> • Medicaid project to allow for Medicaid reimbursement of EI services has occurred • Rules for E.P.S.D.T. EI benefit have been developed • Medicaid state plan amended to allow for E.P.S.D.T. EI services • Rules have been operationalized and billing for E.P.S.D.T. EI benefits has begun
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SHORT-TERM OUTCOMES

- EI E.P.S.D.T. funds are secured to ensure continued sustainability of early intervention evidence-based practices
- EI providers [in pilot sites](#) who have been trained and mentored implement EBP (coaching in Natural Learning Environments) with fidelity

INTERMEDIATE-TERM OUTCOMES

- ~~EI providers statewide who have been trained and mentored implement EBP (coaching in Natural Learning Environments) with fidelity~~
- [EI providers statewide who have been trained and mentored implement EBP \(coaching in Natural Learning Environments\) with fidelity](#)
- EI mentors who have been trained and mentored implement EBP mentoring (coaching in Natural Learning Environments) with fidelity
- A sustainable statewide system is in place to support high-quality personnel development and technical assistance
- EI Demonstration Sites' infrastructure is adequate to implement a team-based approach for EI EBP
- EI Demonstration Sites' infrastructure is adequate to implement using a primary coach approach for EI EBP
- EI Demonstration Sites' infrastructure is adequate to implement coordinating joint visits for EI EBP
- EI Demonstration Sites' infrastructure is adequate to implement coordinating team meetings for EI EBP
- Families are aware of and understand how to support the social emotional development of their child

LONG-TERM IMPACT: There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development

A.2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

Principle activities focused on this year crossed the three strands reflected in Idaho’s Theory of Action, Logic Model and Action Plan. These activities included scale-up of the social emotional training; scale-up of the ECO process, tools and resources; developing and piloting the ECO process fidelity tool and continuing to build a sustainable system of implementing evidence-based practice and measuring fidelity of the practice.

<p>Early Childhood Outcomes</p>	<ul style="list-style-type: none"> • Delivered training on Social Emotional Development to non-demonstration site staff and contractors (Regions 3 & 4) • Created scale-up communication and evaluation plan • Revised and provided ECO training in non-demonstration sites • Created, finalized and implemented ECO action plans in demonstration sites and remaining regions
<p>Monitoring and Accountability</p>	<ul style="list-style-type: none"> • Developed pilot ECO process fidelity check tool • Implemented pilot ECO process fidelity check in North and West Hubs • Developed pilot ECO process fidelity data reports • Provided state- and local-level leadership with ECO process fidelity check data to use for ongoing improvement • Developed and implemented survey questions in demonstration sites to capture staff and contractor changes in practice as a result of the social emotional trainings • Compiled and analyzed data from demonstration site social emotional training to inform next steps and scale-up planning
<p>Professional Development</p>	<ul style="list-style-type: none"> • Demonstration sites completed the Checklist for Implementing a Primary Coach Approach Teaming • National EBP experts, Dathan Rush and M’Lisa Shelden, delivered training and consultation/reflective practice to mentors • Idaho master mentors attended national fidelity coach institute and obtained EBP fidelity certification • Implemented finalized EI EBP training continuum statewide for service coordination and practitioners • Developed standardized procedures for mentors to pilot the measurement and tracking of practitioner EBP fidelity in pilot sites • Mentors started the online training modules in January 2020 to become certified in April 2020 to use the Fidelity in Practice-Early Intervention (FIP-EI) tools to assist in measuring EI EBP practitioner fidelity

For more in-depth information regarding improvement strategies or activities employed during the year, including infrastructure improvement strategies, refer to sections B.1, C.2., and E.1.

A.3. The specific evidence-based practices that have been implemented to date

Idaho continues to build the infrastructure necessary to implement coaching in natural learning environments evidence-based practices prior to OSEP’s initiation of the State Systemic Improvement Plan. However, state staff and contractor turnover continue to impact our program and mentor pool. Idaho’s mentors have full-time job responsibilities beyond their mentor role. As a result, Idaho continues to take efforts to increase the mentor pool and/or relieve mentors of some of their existing workload.

In Phase III, Year 4 Idaho continues to implement coaching in natural learning environments (Shelden & Rush) evidence-based practices statewide, including mentoring. Idaho continues to use our own mentors to train and mentor for EBP practitioner fidelity. With Idaho’s focus on practitioner fidelity, we have been able to proceed independently, without support from Dathan Rush and M’Lisa Shelden in this area. We will continue our efforts to focus on mentor fidelity with continued support from Rush and Shelden with the intent to also become self-sufficient in this area.

Idaho completed the following activities to ensure continued progress toward completing the necessary components of the statewide EI EBP system:

1) Continued to implement sustainable primary coach approach to teaming activities –

All regions within the state continued to implement maintenance activities for the Coaching in Natural Learning Environments to advance our state’s implementation of evidence-based practices. Maintenance activities require a team activity to be completed every six months and must be inclusive of EBP topics: natural environments, coaching practices, functional outcomes, resource-based practices, and PSP approach to teaming. Individual activities are optional as resources allow, are determined by the hub/region, and are inclusive of shadowing a home visit, completing coaching logs, reviewing a video of a home visit, or reviewing EBP checklists. Additionally, Demonstration Sites completed a post measure of their self-assessments using the Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush). The Self Assessments measure practices in coordinating joint visits and coordinating team meetings.

2) Continued to develop mentor and master mentor cadre, including a path to mentor fidelity–

Completed new mentor cohort training and consultation/reflective practice to reach mentor fidelity through the review of coaching logs with Dathan Rush and M’Lisa Shelden, national experts on the primary coach approach. Additionally, the two Idaho master mentors who are at fidelity completed the National Fidelity Coach Institute and received fidelity certification from Rush and Shelden to measure practitioner and mentor fidelity. As of Phase III, Year 4, Idaho has:

- a. 3 master mentors
- b. 2 of the 3 master mentors received fidelity certification through National Fidelity Coach Institute
- c. 27 existing mentors
- d. 11 new mentor/coaches completed training and log reviews with Dathan and M’Lisa in July 2019

Note: Five additional mentors completed training and log reviews. Three of these individuals left the program and two moved to different positions.

3) Developed early intervention team member path to EBP fidelity-

Idaho finalized and implemented EI EBP training continuum for practitioners to support them in achieving EBP fidelity.

4) Developed a process to identify practitioners who have reached fidelity with EBP –

With assistance from Idaho’s two master mentors with fidelity certification, Idaho developed standardized procedures for these master mentors to pilot the measurement and tracking of practitioner EBP fidelity.

5) Worked with Dathan Rush to train 11 existing mentors on the Fidelity in Practice-Early Intervention (FIP-EI)

Certification course (developed by national experts, Dathan Rush & M’Lisa Shelden) to assist in measuring EI EBP fidelity (began January 2020 to become certified in April 2020.) This certification course includes 10 self-paced sessions that lead to a two-year certification when completed successfully. Certification will allow these mentors to be verified as having obtained reliability when using the FIP-EI tools to observe, analyze and measure practitioner fidelity to early intervention practices (natural learning environment practices, coaching practices, resource-based intervention practices, and family-centered practices). The FIP-EI tools include:

- At-A-Glance – Coaching
- At-A-Glance – Evidence-Based Practices
- At-A-Glance – Resource-Based Practices
- At-A-Glance – Natural Learning Environment
- Fidelity Coach Guide – Coaching
- Fidelity Coach Guide – Natural Learning Environment
- Fidelity Coach Guide – Resource-Based Practices
- Roadmap for Reflection: Coachee Presents an Issue
- Roadmap for Reflection: Follow-up Conversation

- Fidelity in Practice for Early Intervention Manual
- Fidelity in Practice for Early Intervention Checklists
 - Coaching Practices
 - Natural Learning Environment Practices
 - Resource-Based Intervention Practices
 - Family-Centered Practices: Relational Helpgiving

For more in-depth information regarding evidence-based practices implemented this year, including infrastructure improvement strategies, refer to section E.1.

A.4. Brief overview of the year’s evaluation activities, measures, and outcomes

Idaho continues to evaluate the implementation of SSIP activities and related ITP infrastructure development. We have tracked completed activities and outcomes, identified implementation challenges, determined procedures to address the challenges, and identified needed updates to our improvement plan that align with our Theory of Action and Logic Model.

The table below highlights key activities and outcomes achieved during Phase III, Year 4:

Activities	<ul style="list-style-type: none"> • Completed scale-up of social emotional training to staff and contractors in non-demonstration sites (Regions 3 & 4) • Completed communication and evaluation plan for scale-up • Revised and provided ECO training in non-demonstration sites • Created, finalized and implemented ECO action plans in demonstration sites and remaining regions for statewide scale-up of the new ECO process, tools and resources • Developed and implemented pilot ECO process fidelity check in select pilot areas to ensure the accuracy of ECO ratings • Developed pilot ECO process fidelity data reports to support the implementation of final ECO process fidelity checks • Presented ECO process fidelity check data to state- and local-level leadership • Developed and implemented survey questions in demonstration sites to capture staff and contractor changes in practice when working with families as a result of the social emotional trainings • Compiled and analyzed data from social emotional training survey to inform next steps and scale-up planning • Demonstration sites completed the checklist for Implementing a Primary Coach to Teaming • National EI experts Dathan Rush and M'Lisa Sheldon delivered training and consultation/reflective practice to mentors • Demonstration sites completed the Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush) • Idaho master mentors attend National Fidelity Coach Institute and obtained fidelity certification • Implemented finalized EI EBP training continuum for practitioners • Developed standardized procedures for mentors to pilot the measurement and tracking of practitioner EBP fidelity • Trained additional mentors on Fidelity in Practice-Early Intervention (FIP-EI) to increase mentor pool to measure and track practitioner EBP fidelity
Outputs	<ul style="list-style-type: none"> • Online Social Emotional training provided to intended participants • Created communication and evaluation plan • ECO training material revised and provided to intended participants • Demonstration sites and remaining regions have determined and implemented the methods for implementation of final ECO action plans

	<ul style="list-style-type: none"> • Pilot ECO process fidelity tool developed and provided to intended participants • Pilot ECO process fidelity data reports developed and presented to Hub Leaders • Developed 6-month follow-up questions to Social Emotional training and provided to intended participants • Compiled and analyzed data from SE 6-month follow-up survey • National EI experts Rush and Shelden delivered consultation/reflective practice to mentors • Demonstration sites completed the Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush) • Two master mentors obtained fidelity certification from National Fidelity Coach Institute • Finalized and implemented EI EBP practitioner training continuum • Developed standardized procedures to measure and track EI EBP fidelity • Mentors completed the Fidelity in Practice-Early Intervention (FIP-EI) certification training
Outcomes	<ul style="list-style-type: none"> • Staff and contractors are proficient in the ECO process including determining the ECO ratings • Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development • Families have an awareness and understanding of the ECOs • Families are involved in the ECO process including determining ECO ratings • ECO processes are implemented in a standardized way in the pilot sites • State- and local-level leadership have knowledge of the ECO process fidelity check data to use for ongoing improvement • Staff and contractors embed social emotional practices into their work with families during home visits • EI demonstration sites' infrastructure is adequate to implement coordinating joint visits for EI EBP • EI demonstration sites' infrastructure is adequate to implement coordinating team meetings for EI EBP • Families are aware of and understand how to support the social emotional development of their children

For more in-depth information regarding this year’s evaluation activities, measures, and outcomes, refer to sections B.1. and C.

A.5. Highlights of changes to implementation and improvement strategies

During Phase III, Year 4, Idaho modified timelines, steps and activities, and outcomes.

Timelines were modified due to 1) limited resources for managing and implementing several large projects at once, 2) time constraints in both the Demonstration Sites and non-demonstration sites, and 3) fatigue of state- and local-level staff and contractors, 4) state staff and contractor turnover, 5) high caseloads, and 6) unforeseen inability to add the anticipated number of projected resources to the program.

New steps, activities, and outcomes were modified and added because Idaho recognized the need for data that would demonstrate progress toward the SiMR. The highlights of the changes made to implementation and improvement strategies during Phase III, Year 4 include:

Early Childhood Outcomes Strand

- Modified one outcome
- Added a new outcome

- Modified and added steps in existing activities
- Modified and added activities and related implementation steps

Monitoring and Accountability Strand

- Modified outcomes
- Added a new outcome
- Removed an outcome
- Modified, added, and removed steps in existing activities
- Modified and added activities and related implementation steps

Professional Development Strand

- Modified one outcome
- Added a new outcome
- Modified, added, and removed steps in existing activities
- Modified and added activities and related implementation steps and removed others

For more in-depth information regarding changes to implementation and improvement strategies, refer to sections B.1. and C.

B. Progress in Implementing the SSIP

B.1. Description of the State’s SSIP Implementation Progress

Idaho has worked diligently over the past year to meet the milestones in each improvement strategy aligned with the Theory of Action and Logic Model. We completed the four remaining Early Childhood Outcome activities and identified one additional activity to complete statewide Scale-up. Additionally, we completed 6 of 6 Monitoring and Accountability activities. We added two additional activities to allow for the scale-up of both the final ECO process fidelity check and practitioners embedding their understanding of social emotional development in their everyday evidence-based practice. We plan to also complete these activities in Phase III, year 5. We have also completed 5 of 6 Professional Development activities and plan to complete the remaining activity in Phase III, year 5. We added one activity to train additional mentors on Fidelity in Practice-Early Intervention (FIP-EI) to measure and track practitioner EBP fidelity.

The detailed table below provides evidence that Idaho has carried out its planned activities to include:

- Which activities have been started or accomplished;
- Which implementation steps have been started or accomplished;
- Whether timelines have been followed or modified; and
- Which intended outputs have been accomplished

Changes, additions and updates in Phase III, Year 4 are [highlighted with blue text](#) below.

Early Childhood Outcome Strand

Activity	Implementation Step	Timeline	Status-Outputs
Activity 1 Scale-up SE training in non-demonstration sites to enhance staff and contractors’ understanding and use of social emotional information to determine the social emotional ECO	Implementation Step Make training on social emotional development available for staff and contractors in non-demonstration sites (Regions 3 & 4)	Timeline August 2019 – March 2020 November 2019 – December 2019	Status: Complete <ul style="list-style-type: none"> • Output Achieved • Documentation of training Completion

Activity 2 Scale up new ECO processes, tools, and resources statewide based on info gathered from focus groups	Implementation Step 1 Create communication and evaluation plan for scale-up	Timeline March 2019 – May 2019 September 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Communication plan Key Survey monthly check-ins
	Implementation Step 2 Revise and provide ECO training in non-demonstration sites	Timeline April 2019 – October 2019 August 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Completed training materials available to intended users Documentation of training completion
	Implementation Step 3 Create, finalize and implement action plans in demonstration sites and remaining regions	Timeline May 2019 – November 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Final action plans for demonstration sites Final action plans for remaining regions ECO fidelity process data

Monitoring and Accountability Strand

Activity	Implementation Step	Timeline	Outputs/Outcomes
Activity 1 ECO process fidelity checks are implemented	Implementation Step 1 Adopt or develop pilot ECO process fidelity check to ensure the accuracy of ECO ratings	Timeline June 2017 – June 2018 May 2018 – August 2019 July 2019 – October 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Pilot ECO Process Fidelity Tool available to intended users
	Implementation Step 2 Develop and deliver training on the new ECO process fidelity check Pilot ECO process fidelity check in North and West Hubs	Timeline July 2018 – October 2018 September 2019 January 2020	Status: Complete <ul style="list-style-type: none"> Output Achieved ECO process fidelity check Key Survey tool with staff/contractor questions
	Implementation Step 3 Pilot ECO Process fidelity data reports are developed to support the implementation of final ECO process fidelity checks	Timeline November 2018 – January 2019 August 2019 February 2020	Status: Complete <ul style="list-style-type: none"> Output Achieved ECO process fidelity data reports shared with intended users
	Implementation Step 4 State- and local-level leadership has knowledge of ECO process fidelity check data to use for ongoing improvement	Timeline August 2019 April 2020 – Ongoing	Status: Complete <ul style="list-style-type: none"> Output Achieved Demonstration of presentation of fidelity check data reports
Activity 2 Staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs	Implementation Step 2.1 Develop and implement survey questions in demonstration sites designed to capture staff and contractors’ changes in practice as a result of the social emotional trainings when working with families	Timeline August 2019 – September 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Key Survey tool with staff/contractor questions

	Implementation Step 2.2 Compile and analyze data from demonstration site staff/contractor social emotional training survey to inform next steps and scale-up planning	Timeline October 2019 – November 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Key Survey analysis report
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Professional Development Strand

Activity	Implementation Step	Timeline	Outputs/Outcomes
Activity 1 Build a sustainable infrastructure to support EBP	Implementation Step Demo sites complete the Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush)	Timeline February 2020	Status: Complete <ul style="list-style-type: none"> Output Achieved Completed Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush)
Activity 2 Develop EBP mentor and master mentor cadre, including a path to fidelity	Implementation Step 2.1 National experts (Dathan Rush and M’Lisa Shelden) deliver training and consultation/reflective practice to mentors	Timeline November 2018 – July 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Completed Coaching Log Review for Mentors Documentation of question and answer sessions with mentors
	Implementation Step 2.2 Idaho master mentors attend Shelden & Rush National Fidelity Coach Institute and obtain fidelity certification	Timeline September 2018 – July May 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved Master Mentors attend National Fidelity Coach Institute and obtain certification
Activity 3 Develop early intervention team member path to EBP fidelity	Implementation Step Implement finalized EI EBP training continuum for practitioners	Timeline February March 2020	Status: Complete <ul style="list-style-type: none"> Output Achieved Finalized and provided EI EBP practitioner training continuum to local leadership
Activity 4 Develop process to identify practitioners who have reached fidelity with EBP	Implementation Step 4.1 Develop standardized procedures for mentors to pilot the measurement and tracking of practitioner EBP fidelity	Timeline May 2019 – July 2019 November 2019	Status: Complete <ul style="list-style-type: none"> Output Achieved List of identified tools for mentors to measure EBP fidelity
	Implementation Step 4.2 Train additional mentors on Fidelity in Practice-Early Intervention (FIP-EI) to increase existing mentor pool to measure and track practitioner EBP fidelity	Timeline January 2020 – April 2020	Status: In Progress <ul style="list-style-type: none"> Intended Output List of mentors with certification in Fidelity in Practice – Early Intervention (FIP-EI)

B.2. Stakeholder Involvement in SSIP Implementation

In Year Four of Phase III, Idaho continues to utilize its robust system for stakeholder engagement and collaboration to further SSIP efforts. In light of the state’s very limited resources, implementation would not be possible without the partnership of our stakeholders. Multiple Idaho stakeholders have been involved in decision-making for the SSIP. These include but are not limited to central office staff, statewide supervisors/specialists, statewide service coordinator and direct services staff/contractors, Idaho Parents Unlimited leadership, university representatives, Infant Toddler

B.2.b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

Idaho is proud of informing stakeholders regarding SSIP activities and of meaningfully engaging these stakeholders in decision making of SSIP scale-up. The tables on pages 24-25 provide detailed information on how stakeholders were informed of and given the opportunity to weigh in on the scale-up and evaluation of the SSIP. Highlights of SSIP products created with stakeholders include:

- Revised and provided ECO training in non-demonstration sites
- Created, finalized and implemented action plans in demonstration sites and remaining regions
- Developed and implemented social emotional training 6-month follow up survey in demonstration sites
- Developed Pilot ECO process fidelity check
- Developed Pilot ECO process fidelity check data reports
- Finalized and implemented EI EBP training continuum for practitioners
- Coaching in Natural Learning Environments EBP maintenance activities
- Developed standardized procedures for mentors to pilot and measure and track practitioner EBP fidelity

One example of meaningfully engaging stakeholders in the SSIP is the State Leadership Team gathering feedback from Demonstration Sites regarding staff and contractor changes in practice as a result of the social emotional trainings. The state leadership team sought an understanding on how the training has affected their practice with families.

Staff and contractors were asked to provide a self-assessment using the choices of Not at All, A Little, Moderately, Greatly, or Completely for each of the following questions:

- 1) Have you seen more evidence of the need for social emotional sensitivity when working with children and families than you had before the recent, 6-month period?
- 2) Has your understanding of the “cultural lens” affected your work with children and families?
- 3) Have you used reflective practices since completing the social emotional training?
- 4) Have your coaching practices with families changed since the social emotional training?
- 5) Has using the “trauma lens” affected your approach when working with children and families?
- 6) Did completing the social emotional modules help you better identify concerns with the parent-child relationship?

Of the 51 demonstration site staff and contractors who completed the survey, 92% stated that in the 6 months since the training, they have embedded social emotional practices in their work with children and families. We also used this survey to ask for feedback on what additional information or training, if any, they felt would be useful when working with families and children with social emotional needs. Suggestions included: different approaches to support families based on where they are, coaching strategies for families with mental illness, and ongoing refresher courses.

Shortly after the training was completed by the demonstration sites, the state leadership team heard from the regional hub leaders that staff and contractors were talking about how they felt the training was excellent and were looking forward to using it in their everyday practice. We were very pleased to see the impact this training has had on the demonstration site staff and contractors as reflected in the follow-up survey. We look forward to the information we will obtain from the follow-up survey for the remaining regions in Phase III, Year 5.

Stakeholder Involvement in SSIP Implementation

State Leadership Team Meetings	Met on an ongoing basis	These meetings address a variety of Infant Toddler topics, but the SSIP is a standing agenda item. Discussion time is used to review current SSIP activities and for members to provide feedback.
State SSIP Evaluation/Data Team Meetings	Standing weekly meeting commencing April 5, 2018	These meetings are used to track and discuss ongoing SSIP evaluation measurements, data, and timelines as outlined in the evaluation plan.

Hub Leadership Meetings (cross-region)	July 17-18, 2019 November 13-14, 2019 April 8-9, 2020	These meetings address a variety of Infant Toddler topics, and the SSIP is a standing agenda item. Discussion time is used to review current SSIP activities and for the Hub Leaders to provide feedback on the SSIP activities.
ITCC (Infant Toddler Coordinating Council) Meetings	May 2–3, 2019 September 20, 2019 November 1, 2019 January 31, 2020	ITCC members are active participants in the review of SSIP activities and next steps at each meeting. We have discussed each activity and timeline and solicited input on the overall work to meet the SiMR.
ITCC Executive Committee	Standing monthly meeting	ITCC Executive Committee members are active participants in the review of SSIP information to ensure each aspect is being represented appropriately at ITCC meetings. The Executive Committee also assisted with identifying the FFY19 target for APR Indicator #11 and presenting it to the full Council for buy-in and approval.
ECO Statewide Scale-up Meetings (Demonstration and non-demonstration sites)	April 12, 2019 April 15, 2019 April 23, 2019 April 29, 2019 May 17, 2019 June 11, 2019 June 13, 2019 June 19, 2019 July 2, 2019 July 9, 2019 August 5-8, 2019 August 13-15, 2019 August 21, 2019 September 6, 2019 September 13, 2019 September 18-19, 2019 September 25, 2019 October 1-2, 2019	The State Leadership team met with demonstration site and non-demonstration site leadership, staff, and contractors to discuss and approve their SSIP ECO Scale-up Action plans and provide ECO Scale-up training.
Evidence-based Practice Team	Met on an ongoing basis	Met with stakeholders to: <ul style="list-style-type: none"> • Explore practices and identify tools to measure and track practitioner EBP fidelity • Deliver training and consultation/reflective practice to mentors • Hold a mentor/coach Q & A session with Dathan Rush and M’Lisa Shelden • Finalize and implement EI EBP training continuum for practitioners

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

C.1.a. How evaluation measures align with the Theory of Action

Idaho’s evaluation plan aligns with its Theory of Action and Logic Models to evaluate whether Idaho has met short- and intermediate-term outcomes in the three priority areas selected by Idaho stakeholders:

- Early Childhood Outcome (ECO) Practices
- Monitoring and Accountability

➤ Professional Development

Idaho's Theory of Action describes how meeting the short- and intermediate-term outcomes in the three priority areas will lead to improvement on the SiMR (*Increase the percentage of infants and toddlers exiting early intervention services who demonstrate increased growth in positive social emotional development*).

The Logic Models describe the activities necessary to achieve the outcomes identified in the Theory of Action. Additionally, the Logic Models include the outputs we would expect because of those activities. The Logic Models are derived from the Theory of Action and drive our evaluation plan of improvement strategy implementation and intended outcomes.

C.1.b. Data Sources for Each Key Measure

The tables in Section B.1. identified achieved and intended outputs for completed activities or those that are in progress. In addition to our outputs, Idaho measured eleven key outcomes related to the three improvement strategies in our action plan.

Idaho used eight sources to evaluate progress toward key measures in Phase III, Year 4. Two of the measures are standardized tools created by Shelden & Rush, national experts in *coaching using natural learning environments evidence-based practices*. Six measures were created based on outcomes in our ECO, Monitoring and Accountability; and Professional Development strands. Data sources for key measures are listed below:

- Assessment of ECO process proficiency using Key Survey tool (state developed)
- Assessment of typical/atypical social emotional development knowledge using Key Survey tool (state developed)
- Assessment of families' awareness and understanding of and involvement in the ECOs using the Family Survey tool (state developed)
- Assessment of families' understanding of how to support the social emotional development of their child using Family Survey tool (state developed)
- Assessment of ECO process standardization using ECO process fidelity checks (state developed)
- Assessment of staff and contractors embedding their understanding of social emotional practices in their work with families as it relates to the child's social emotional needs using Key Survey tool (state developed)
- Assessment of EI providers implementing EBP with Fidelity using the Coaching Log Summary Form and Fidelity in Practice Checklists (Shelden & Rush)
- Assessment of demonstration sites' implementation of coordinating joint visits for EI EBP and coordinating team meetings for EI EBP using Checklist for Implementing a Primary-Coach Approach to Teaming (Shelden & Rush)

C.1.c. Description of baseline data for key measures & C.1.d. Data collection procedures and associated timelines

Idaho developed an evaluation plan for the short-, intermediate-, and long-term outcomes in its Theory of Action. For Phase III, Year 4 of the SSIP, Idaho focused on evaluating twelve outcomes. Ten of twelve outcomes were met, and outcome highlights are described below.

One Outcome with Baseline Data

- Staff and contractors embed social emotional practices into their work with families during home visits

Five Outcomes with Comparison Data

- Staff and contractors are proficient in the ECO process including determining the ECO ratings

- Families have an awareness and understanding of the ECOs
- Families are involved in the ECO process including determining ECO ratings
- EI Demonstration Sites' infrastructure is adequate to implement coordinating joint visits for EI EBP
- EI Demonstration Sites' infrastructure is adequate to implement coordinating team meetings for EI EBP

One-time Outcomes Measurements

- Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development
- ECO processes are implemented in a standardized way in the pilot sites
- State- and local-level leadership has knowledge of the ECO process fidelity check data to use for ongoing improvement
- EI mentors who have been trained and mentored implement EBP mentoring with fidelity
- Families are aware of and understand how to support the social emotional development of their child
- There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development

The table below provides more in-depth information for each outcome, including data collection procedures and timelines. Changes made in Phase III, Year 4 are **highlighted with blue text** and explained in the implementation notes column in Idaho's Action Plan.

Outcomes Related to Early Childhood Outcomes (ECO) Processes

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
<p>Outcome Staff and contractors are proficient in the ECO process including determining the ECO ratings</p>	<p>Evaluation Question Did non-demonstration site staff and contractors participating in training increase their proficiency of the skills required to complete the ECO process?</p>	<p>Performance Indicator 90% of non-demonstration site staff demonstrate proficiency on the ECO post-test that is administered immediately following ECO training Non-demonstration site staff participating in the ECO online post-tests will achieve a 90% overall correct knowledge score across 8 tests.</p>	<p>Measurement Assessment of knowledge of ECO training content administered immediately following ECO training</p>	<p>Timeline April 2019— October 2019 June 2019 – August 2019</p>	<p>Analysis Data will be collected following completion of the ECO post-tests to determine whether the indicator is met and outcome is achieved</p>	<p>Results 94% of non-demonstration site staff and contractors achieved the overall correct knowledge score across eight tests. <u>Conclusion</u> Outcome achieved</p>
<p>Outcome Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development</p>	<p>Evaluation Question Did non-demonstration site staff and contractors participating in trainings increase their proficiency in their knowledge of typical/atypical social emotional development?</p>	<p>Performance Indicator Those participating in the social emotional trainings will achieve an 85% overall correct knowledge score across all three tests.</p>	<p>Measurement Assessment of individuals' proficiency level in their knowledge of typical and atypical social emotional development</p>	<p>Timeline March 2020 November 2019 – December 2019</p>	<p>Analysis Data will be collected following completion of the SE trainings to determine if the indicator is met and outcome is achieved.</p>	<p>Results 94% of non-demonstration site staff and contractors achieved the overall correct knowledge score across three tests. <u>Conclusion</u> Outcome achieved</p>
<p>Outcome Families have an awareness and</p>	<p>Evaluation Questions</p>	<p>Performance Indicator a.1. 80% of families</p>	<p>Measurement Survey Tool administered to</p>	<p>Timelines a.1. Initial</p>	<p>Analysis Compare Family Survey results</p>	<p>Results a.1. <u>Initial Measure</u> – 82% of families report an awareness and understanding of the ECOs</p>

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
understanding of the ECOs	Do families in the demonstration sites report: <ul style="list-style-type: none"> • Receiving ECO information? • Understanding what the ECOs are? • Understanding their role in the ECO rating process? 	in the demonstration sites report an awareness and understanding of the ECOs a.2. There will be a 5% increase from baseline data of families in the demonstration sites that report an awareness and understanding of the ECOs	families involved in ITP	Measure March 2019 a.2. Post Measure March 2020	from initial and post measure, and compute the percent of families who report an awareness and understanding of the ECOs	<u>Conclusion</u> Outcome achieved a.2. <u>Post measure</u> - 87% of families report an awareness and understanding of the ECOs <u>Conclusion</u> Data collected was for the time frame of September 2019 through January 2020 due to implementation delays and staff turnover changing the appropriate measurement window. Outcome achieved.
Outcome Families are involved in the ECO process including determining ECO ratings	Evaluation Question Do families in the demonstration sites report: <ul style="list-style-type: none"> • Participating in the ECO process? • Participating in determining the ECO rating? 	Performance Indicator a.1. 80% of families in the demonstration sites report being involved in the ECO process including determining ECO ratings a.2. There will be a 5% increase from baseline data of families in the demonstration sites that report being involved in the ECO process including determining the ECO ratings.	Measurement Survey Tool administered to families involved in ITP	Timelines a.1. Initial Measure March 2019 a.2. Post Measure March 2020	Analysis Compare Family Survey results from initial and post measure, and compute the percent of families who report involvement in the ECO process/ratings	Results a.1. <u>Initial measure</u> - 91% of families report involvement in the ECO process/ratings <u>Conclusion</u> Outcome achieved a.2. <u>Post Measure</u> – 92% of families report involvement in the ECO process/ratings. <u>Conclusion</u> Data collected was for the time frame of September 2019 through January 2020 due to implementation delays and staff turnover changing the appropriate measurement window. Outcome achieved.

Outcomes Related to Monitoring and Accountability

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
<p>Outcome ECO processes are implemented in a standardized way in the pilot sites</p>	<p>Evaluation Question Do the completed pilot ECO process fidelity checks demonstrate ECO processes are being implemented in a standardized way?</p>	<p>Performance Indicator 65% of completed ECO fidelity checks demonstrate that the ECO processes are being implemented in a standardized way 90% of completed pilot ECO fidelity checks demonstrate that the ECO processes are being implemented following the standard, effective, planned method. For both Entry and Exit ECO processes, Respondents report (a) explaining the ECO process to the family to increase ECO accuracy and</p>	<p>Measurement Pilot ECO process fidelity checks</p>	<p>Timeline April 2018 April 2019 February 2020 – Ongoing</p>	<p>Analysis Data will be collected following completion of the ECO process fidelity checks to determine whether the indicator is met and outcome is achieved</p>	<p>Results Separately, Entry and Exit ECO fidelity were 93%, with a total fidelity across both Entry and Exit ECOs at 89%. <u>Conclusion</u> Data demonstrates the pilot regions showed slight variation in their performance. Two of the four pilot sites showed slightly stronger Exit than Entry performance, whereas the opposite was true for the other 2 pilot sites. Outcome achieved.</p>

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
		family engagement, (b) involving the family in the ECO process to increase ECO accuracy and program effectiveness and (c) age anchoring the child to increase ECO accuracy.				
<p>Outcome State and local level leadership has knowledge of the implementation and ongoing data from ECO process fidelity check data to use for ongoing improvement</p>	<p>Evaluation Question Do state and local leadership have knowledge of the implementation and ongoing data from the ECO process fidelity checks?</p>	<p>Performance Indicator 100% of state- and local-level leadership have knowledge of the implementation and ongoing data from the ECO process fidelity checks</p>	<p>Measurement Hub Leader Meeting attendance and meeting minutes where data on the ECO process fidelity checks is presented</p>	<p>Timeline July 2018 – April 2019 – April 2020 – Ongoing</p>	<p>Analysis Data reports will be developed following the completion of the ECO process fidelity check survey</p>	<p>Results 100% of state- and local-level leadership have knowledge of the implementation and ongoing data from the ECO process fidelity checks</p> <p><u>Conclusion</u> Outcome achieved</p>
<p>Outcome Staff and contractors embed social practices into their work with families during home visits</p>	<p>Evaluation Question Did staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social</p>	<p>Performance Indicator a. 40% 80% of demonstration site staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the</p>	<p>Measurement Key Survey</p>	<p>Timeline a. Baseline – September 2019</p>	<p>Analysis Data will be collected following completion of the SE 6-month follow-up survey to determine whether the indicator is met and outcome is achieved</p>	<p>Results a. 92% of demonstration site staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs.</p> <p><u>Conclusion</u> Outcome achieved. Post Measure slated for December 2020.</p>

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
	emotional needs?	child's social emotional needs				

Outcomes Related to Professional Development

Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description/ Data Comparison	Data/Results
Outcome EI <i>mentors</i> who have been trained and mentored implement EBP mentoring (Coaching in Natural Learning Environments)	Evaluation Question Are mentors implementing mentoring practices with fidelity?	Performance Indicator 75% of mentors who have been trained and mentored are implementing EBP mentoring with EBP fidelity	Measurement Mentor Log Summary Form	Timeline July 2019 – Ongoing	Analysis Data will be collected from the Mentor Log Summary Form to compute the percent of mentors implementing mentoring practices with fidelity	Results 63% of mentors who have been trained and mentored are implementing EBP mentoring with fidelity. <u>Conclusion</u> Idaho continues to experience mentor turnover. Additionally, due to the increased number of referrals and children served, many of Idaho's mentors who are supervisors or hub leaders have had to take on caseloads. As a result, they have had less time to focus on reaching fidelity and/or mentoring at their previous level.
Outcome EI Demonstration Sites' infrastructure is adequate to implement coordinating joint visits for EI EBP	Evaluation Question Are Demonstration Sites implementing the essential items for coordinating joint visits?	Performance Indicator 100% of Demonstration Sites have in place at least five of the six items of the Coordinating Joint Visits components	Measurement Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush)	Timeline a. Baseline February 2019 b. Post Measure February 2020	Analysis Compare checklist items from baseline and post measure, and compute the percent of Demonstration Sites who have five of six items in place	Results a. Baseline - February 2019 33% of Demonstration Sites had at least five of the six items on the coaching checklist in place. b. Post Measure – February 2020 100% of Demonstration Sites had at least five of the six items on the coaching checklist in place. <u>Conclusion</u> Outcome achieved
Outcome EI	Evaluation Question	Performance Indicator	Measurement Checklist for	Timeline a. Baseline	Analysis	Results a. Baseline - February 2019

Demonstration Sites' infrastructure is adequate to implement coordinating team meetings for EI EBP	Are Demonstration Sites implementing the essential items for coordinating team meetings?	100% of Demonstration Sites have in place at least eight of nine items of the Coordinating Team Meeting components	Implementing a Primary Coach Approach to Teaming (Shelden & Rush)	February 2019 b. Post Measure February 2020	Compare checklists from baseline and post measure, and compute the percent of Demonstration Sites who have eight of nine items in place	67% of Demonstration Sites had at least eight of the nine items on the coaching checklist in place. b. Post Measure – February 2020 100% of Demonstration Sites had at least eight of the nine items on the coaching checklist in place. <u>Conclusion</u> Outcome achieved
Outcome Families are aware of and understand how to support the social emotional development of their child	Evaluation Questions Do families report an awareness and understanding of how to support the social emotional development of their child? Is the family aware of their child's social emotional development? Does the family know how to support their child's social emotional development?	Performance Indicator 50% of families report an awareness and understanding of how to support the social emotional development of their child	Measurement Survey tool administered to families involved in ITP	Timeline April 2019 – Ongoing	Analysis Data will be collected from the Family Survey results to compute the percent of families who report awareness and understanding of how to support the social emotional development of their child	Results 91% of families report an awareness and understanding of how to support the social emotional development of their child. <u>Conclusion</u> Outcome achieved
Outcome [SiMR] There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social	Evaluation Question Have more infants and toddlers exiting early intervention services demonstrated improved growth in positive social emotional development?	Performance Indicator By the end of FFY 2018, 60% of children exiting the program will have improved (growth) in social emotional development	Measurement Data reported for APR Indicator C.3., which is collected at entry and exit using the COS process	Timeline Annual Performance Report Indicator #11	Analysis Data will be collected at entry and exit using the COS process to compute the percent of infants and toddlers exiting early intervention services who demonstrate	Results 55.9% of children exiting early intervention services demonstrated improved growth in positive social emotional development. <u>Conclusion</u> The State Leadership Team notes that the high variability in ECO-improvement scores, which cannot be explained by child- or service-related differences, continues statewide. Implementation of

emotional development					growth in positive social emotional development	the standard ECO process may not produce immediate improvement in ECO change scores (from entry to exit) reported in the SiMR. However, after the ECO measures have stabilized, we should see the anticipated improvements in the SiMR data.
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C.1.e. [If applicable] Sampling procedures

Not applicable. Idaho did not evaluate key measures utilizing sampling procedures.

C.1.f. [If appropriate] Planned data comparisons

Data comparisons will occur in the upcoming year for this outcome:

Staff and contractors embed social emotional practices into their work with families during home visits.

Post measure/progress data will be collected in the upcoming year.

For detailed information regarding outcomes and data comparisons, refer to the table in section C.1.d.

C.1.g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

Idaho has measured the progress of implementing the improvement plan through the successful completion of outputs, implementing improvement activities as intended, and measuring outcomes. Data management of outputs is completed by the state team through project management. The state's data analyst is responsible for the management and analysis of outcome data. As a result of Idaho's data management, we completed 15 of 16 planned activities for Phase III, Year 4. One activity was initiated but not finished, as detailed in the tables in section B.1.

Idaho evaluates the progress of SSIP outputs and outcomes, including infrastructure development and preparation for the implementation of evidence-based practices, using these data management mechanisms:

- Department of Health and Welfare Key Survey tool
 - ECO Pilot monthly check-in
 - ECO process proficiency
 - ECO process fidelity check
 - Social emotional knowledge checks
 - Social emotional practices follow-up
- SSIP evaluation tracking
- EI EBP coaching logs
- EI EBP coaching log summary form
- Documents stored on a shared drive
- Family Survey
- ITPKIDS database
- Fidelity in Practice for Early Intervention
- Implementing a Primary Coach Approach to Teaming self-assessment checklist

Idaho uses the following data analysis procedures to evaluate the progress of SSIP outputs and outcomes:

- ✓ Reviewing and analyzing data from reports generated through Key Survey
- ✓ Reviewing and analyzing data tracked in Excel spreadsheets
- ✓ Reviewing and analyzing data within EI EBP coaching logs
- ✓ Reviewing and analyzing data within EI EBP coaching log summary forms
- ✓ Reviewing and analyzing data with EI EBP Fidelity in Practice for Early Intervention (FIP-EI)
- ✓ Reviewing and analyzing data from Family Survey reports
- ✓ Comparing baseline, interim and post measure data through Key Survey
- ✓ Reviewing monthly implementation status via Key Survey
- ✓ Meeting weekly with central office data analyst to review evaluation data
- ✓ Reviewing and analyzing data from social-emotional training knowledge checks

Through this formative evaluation we tracked completed activities, identified barriers, determined actions to address barriers, adjusted resources, and identified necessary adjustments to our improvement plan. Adjustments to our improvement plan included updating timelines and adding and removing activities, implementation steps, outputs, and outcomes. Refer to section C.2.c. for more information on how data supported modifications to our implementation and improvement strategies.

2. How the state has demonstrated progress and made modifications to the SSIP as necessary

C.2.a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

Idaho demonstrated progress in infrastructure development by the achievement of measures this year for the following activities and outcomes:

<p>Outcome Achieved Post Measure</p>	<p>Outcome: EI Demonstration Sites' infrastructure is adequate to implement coordinating joint visits for EI EBP. Data Source: Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush) How outcome is necessary to achieve and/or sustain the SiMR: Joint visits is one of many key components to the successful implementation of EI EBPs. Idaho is using EI EBPs as the mechanism for practitioners to better support families to enhance their understanding of how to support their child's social emotional development.</p>
<p>Outcome Achieved Post Measure</p>	<p>Outcome: EI Demonstration sites' infrastructure is adequate to implement coordinating team meetings for EI EBP. Data Source: Checklist for Implementing a Primary Coach Approach to Teaming (Shelden & Rush) How outcome is necessary to achieve and/or sustain the SiMR: Team meetings are one of many key components to the successful implementation of EI EBPs. Idaho is using EI EBPs as the mechanism for practitioners to better support families to enhance their understanding of how to support their child's social emotional development.</p>

Idaho demonstrated progress in practice development as a result of making infrastructure improvements by achievement of measures this year for the following activities and outcomes:

<p>Outcome Achieved Post Measure</p>	<p>Outcome: Staff and contractors are proficient in the ECO process including determining the ECO ratings. Data Source: Key Survey How outcome is necessary to achieve and/or sustain the SiMR: Consistency in statewide implementation of the newly defined ECO process will enable Idaho to stabilize, reduce variability and sustain quality of the ECO measures resulting in improved ECO data quality. Improved data quality is necessary for Idaho to accurately measure the ECOs.</p>
<p>Outcome Achieved</p>	<p>Outcome: Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development. Data Source: Key Survey How outcome is necessary to achieve and/or sustain the SiMR: Knowledge of typical/atypical social emotional development is a key component to address social emotional needs of children and families.</p>
<p>Outcome Achieved Post Measure</p>	<p>Outcome: Families have an awareness and understanding of the ECOs. Data Source: ITP Family Survey How outcome is necessary to achieve and/or sustain the SiMR: Awareness and understanding of the ECOs provides families with the opportunity to better understand their child's social-emotional development and needs, leading to more focused IFSP outcomes.</p>

Outcome Achieved Post Measure	<p>Outcome: Families are involved in the ECO process including determining ECO ratings.</p> <p>Data Source: ITP Family Survey</p> <p>How outcome is necessary to achieve and/or sustain the SiMR: Family involvement in the ECO process and ratings provides families with the opportunity to better understand their child's social-emotional development and needs, leading to more focused IFSP outcomes. Additionally, practitioners use EI EBPs and their understanding of typical and atypical SE development to better support families to enhance their understanding of how to support their child's social emotional development.</p>
Outcome Achieved	<p>Outcome: ECO Processes are implemented in a standardized way in the pilot sites.</p> <p>Data Source: Key Survey</p> <p>How outcome is necessary to achieve and/or sustain the SiMR: The newly developed piloted ECO process fidelity check will enable Idaho to measure the sustained improvement in the ECO process and data quality and address any potential deviations from the process to ensure Idaho's ECO data can be used to accurately measure progress towards the SiMR.</p>
Outcome Achieved	<p>Outcome: State and local level leadership has knowledge of the ECO process fidelity check data to use for ongoing improvement</p> <p>Data Source: ECO Process Fidelity Check data presentation</p> <p>How outcome is necessary to achieve and/or sustain the SiMR: Knowledge of the ECO process fidelity check data provides state- and local-level leadership with the ability to identify and address any deviations from the newly developed ECO process.</p>
Outcome Achieved Baseline Measurement	<p>Outcome: Staff and contractors embed social emotional practices into their work with families during home visits</p> <p>Data Source: Key Survey</p> <p>How outcome is necessary to achieve and/or sustain the SiMR: Staff and contractors' understanding of social emotional development along with embedding this knowledge within EI EBPs will lead to improved SE practices to better support families to enhance their understanding of how to support their child's social emotional development.</p>
Outcome Achieved	<p>Outcome: Families are aware of and understand how to support the social emotional development of their child</p> <p>Data Source: ITP Family Survey</p> <p>How outcome is necessary to achieve and/or sustain the SiMR: Current research shows families have the most profound impact on their child's development when using what they've learned from Idaho's practitioners (using SE knowledge when implementing EI EBPs).</p>

Idaho's completed outputs, activities and outcomes in Phase III, Year 4 were primarily focused on scale-up, to include: staff/contractor ECO proficiency and standardization, staff/contractor knowledge of social emotional development, families' awareness, understanding, and involvement in the ECOs, and staff/contractor knowledge of EI EBP practices. Next year, the state will have specific outcome data related to our planned scale-up activities for the remaining regions regarding social emotional training and follow-up, ECO process fidelity checks, EI EBP training continuum and measuring and tracking practitioner EI EBP fidelity.

C.2.b. Evidence of change to baseline data for key measures

Idaho demonstrated progress for all outcomes with baseline data. The following outcome data shows evidence of progress toward achieving intended outcomes:

1) Families have an awareness and understanding of the ECOs.

Initial: 2019	Post: 2020
82% of families in the Demonstration Sites report an awareness and understanding of the ECOs	87% of families in the Demonstration Sites report an awareness and understanding of the ECOs

In comparing Initial data to post data, there is an increase of 5% showing that families in the demonstration sites report receiving ECO information, an understanding of what the ECOs are, and an understanding of their role in the ECO rating process.

2) Families are involved in the ECO process, including determining ECO ratings.

Initial: 2019	Post: 2020
91% of families in the Demonstration Sites report being involved in the ECO process, including determining ECO ratings	92% of families in the Demonstration Sites report being involved in the ECO process, including determining ECO ratings

In comparing Initial data to post data, there is an increase of 1% showing that families in the demonstration sites report participating in the ECO process and participating in determining the ECO rating.

3) EI Demonstration Sites’ infrastructure is adequate to implement coordinating joint visits for EI EBP.

Baseline: 2019	Post: 2020
33% of Demonstration Sites had at least five of the six items on the coaching checklist in place	100% of Demonstration Sites had at least five of the six items on the coaching checklist in place

In comparing Initial data to post data, the Coordinating Joint Visits component in the *Checklist for Implementing a Primary Coach Approach to Teaming* increased by 67%.

4) Demonstration Sites’ infrastructure is adequate to implement coordinating team meetings for EI EBP.

Baseline: 2019	Post: 2020
67% of Demonstration Sites had at least eight of the nine items on the coaching checklist	100% of Demonstration Sites had at least eight of the nine items on the coaching checklist

In comparing Initial data to post data, the Conducting Team Meetings component in the *Checklist for Implementing a Primary Coach Approach to Teaming* increased by 33%.

Refer to section C.1.c. for detailed information regarding evidence of change from baseline data for key measures.

C.2.c. How data support changes that have been made to implementation and improvement strategies

ECO scale-up activities and social emotional training were the primary focus areas of Phase III, Year 4 and Idaho was successful at accomplishing most of the remaining activities in the Early Childhood Outcomes strand, Monitoring and Accountability strand, and Professional Development strand. As we progressed toward achievement of the activities, we also identified the need to modify as well as add a few implementation and improvement strategies for the coming year.

Early Childhood Outcomes Strand: Due to unforeseen budget constraints, we identified the need to postpone the scale-up of the social emotional online trainings for three of the remaining regions. The following activity step was added, and we anticipate this training to be completed by these regions in the beginning of FFY 20.

Make training on social emotional development available for staff and contractors in non-demonstration sites (Regions 5, 6, & 7)

Monitoring and Accountability Strand: Each of the seven regions are in differing stages of ECO scale-up implementation, and we have now begun to additionally focus toward the development and implementation of the ECO process fidelity check. The following activity steps were added:

- Pilot ECO process fidelity check in North and West Hubs
- Develop and implement final ECO process fidelity check statewide to ensure the accuracy of ECO ratings
- Implement survey questions in non-demonstration sites to capture staff and contractor changes in practice when working with families as a result of the social emotional trainings

Professional Development Strand: This past year, we focused on and better defined EI EBP activities. While data continues to show Idaho experiencing significant turnover of staff and contractors, we remain focused on standardizing procedures and materials to measure practitioner fidelity and training additional mentors. The following activity step was added:

Train additional mentors on Fidelity in Practice-Early Intervention (FIP-EI) tools to increase mentor pool to measure and track practitioner fidelity

C.2.d. How data are informing next steps in the SSIP implementation

In addition to planned activities for Phase III, Year 4, data from tracking the effectiveness of our outputs provided us with information to implement ongoing SSIP activities.

The following describes the data Idaho used in determining next steps for implementing SSIP activities:

-  **ECO Process Fidelity Checks in Pilot Sites** will guide us on the implementation of standardized ECO processes statewide
-  **ECO Family Survey data** will determine whether additional steps are necessary to ensure families have an awareness and understanding of the ECOs and their involvement in the ECO process/ determining ECO ratings
-  **Checklist for Implementing a Primary Coach Approach to Teaming** (Shelden & Rush) **data** will guide us on building a sustainable statewide infrastructure to support EI EBP
-  **EI EBP practitioner fidelity check data** will help us evaluate whether Idaho has providers who are implementing EBP with fidelity
-  **EI EBP mentor fidelity check data** will help us evaluate whether Idaho’s mentors are implementing mentoring practices with fidelity and whether Idaho has adequate statewide mentor capacity

Refer to the table in C.1.c. on how we used data to inform our next steps in implementing the SSIP.

C.2.e. How data support planned modifications to intended outcomes (including the SiMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

During Phase III, Year 4, Idaho identified the following modifications to existing outcomes based on data collected and progress made within SSIP action plan steps and activities:

Early Childhood Outcomes Strand

Modified Outcome: Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development.

Justification: Modified outcome to reflect the two regions that were able to complete the scale-up of the SE modules

New Outcome: Non-demonstration site staff and contractors (Regions 5, 6, & 7) are proficient in their knowledge of typical/atypical social emotional development.

Justification: Added outcome to reflect the remaining regions to scale-up the SE modules

Monitoring and Accountability Strand

Modified outcome: ECO processes are implemented in a standardized way in the pilot sites.

Justification: Modified outcome to specify the pilot sites

Modified outcome: State- and local-level leadership has knowledge of the ECO process fidelity check

data to use for ongoing improvement.

Justification: Modified outcome to allow for ECO process fidelity check data to be provided and used for improvement by state- and local-level leadership

New outcome: Final ECO processes are implemented in a standardized way statewide.

Justification: Added outcome to capture statewide implementation of final standardized ECO processes

Removed outcome: Staff and contractors use ECO processes to improve the accuracy of social emotional ECO ratings.

Justification: Removed outcome as the State Leadership Team identified the end result was a duplication of the ECO process fidelity check outcomes

Professional Development Strand

Modified outcome: EI providers in pilot sites who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity.

Justification: Modified outcome to specify the pilot sites

New outcome: EI Providers statewide who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity.

Justification: Added outcome to capture ongoing measurement of EBP practitioner fidelity statewide

Idaho recognized the importance of assuring standardization and ECO process proficiency and has worked diligently to develop and pilot a fidelity check process and use the data for ongoing improvement. Additionally, we continue to build upon the EI EBP infrastructure to develop a process to measure and track practitioner EI EBP fidelity.

As predicted, Idaho continues to experience variability in ECO data. However, with the implementation of the statewide scale-up, we anticipate seeing the variability lessen in Phase III, Year 5. While we still have a few activities and steps to realize full statewide ECO scale-up, we have made significant progress in improving growth in social emotional development for children.

3. Stakeholder involvement in the SSIP evaluation

C.3.a. How stakeholders have been informed of the ongoing evaluation of the SSIP

Stakeholders are informed of and given an opportunity to weigh in on the implementation and evaluation of the SSIP through regular meetings and newsletters. Stakeholders have an important role in making decisions about moving forward with Idaho's SSIP and creating the resources needed to implement it.

The Infant Toddler Program provided the following opportunities to share information and obtain feedback from stakeholders during the past year:

- The Infant Toddler Coordinating Council (ITCC) reviewed progress on outputs, outcomes, progress measurement, and next steps on May 3, 2019, September 20, 2019, November 1, and January 31, 2020.
 - The SSIP leadership team reviewed implementation data with the ITCC and confirmed we met most of the milestones for the year and developed target for FFY 19.
 - The SSIP leadership team updated the ITCC on SSIP activities throughout the year.

- State Leadership Team
 - April 1, 2019: Discussed the E.P.S.D.T. survey in preparation for statewide distribution of the follow-up survey to staff and contractors.
 - April 2019 – August 2019: Met on numerous occasions to review, revise, and plan the SSIP ECO scale-up training in preparation for training on the new ECO processes, tools, and resources to the non-demonstration sites.
 - April 2019 – May 2019: Discussed the development of the updated family survey distribution process.
 - August 2019 – December 2019: Met on numerous occasions to discuss the development and implementation of ECO Process Fidelity Check to pilot sites.
 - September 2019: Met on numerous occasions to discuss the Social Emotional Training 6-month follow-up survey.
 - September 2019 – November 2019: Met with North Hub fidelity-certified mentors on numerous occasions to discuss EBP fidelity pilot.
- Hub Leadership Teams
 - April 2019 – September 2019: The state leadership along with hub leadership met numerous times to provide guidance on and review each region’s SSIP ECO Resource, Process and Training plan for scale-up.
 - June 11 & 13, 2019: The state leadership team provided in-person SSIP ECO Scale-up training to Regions 3 & 4.
 - August 12, 2019 – August 15, 2019: The state leadership team provided in-person SSIP ECO Scale-up training to Regions 5, 6, and 7.
 - Implemented monthly check-ins for newly updated ECO process, tools and resources.

Refer to section B.2.b. for additional stakeholder meeting dates and summaries.

C.3.b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Stakeholders have been involved with decision-making regarding SSIP ongoing evaluation through the following opportunities:

- Revision of the SSIP ECO in-person training
 - Feedback from pilot teams who attended the pilot SSIP ECO in-person training was used by the State Leadership Team to revise the ECO training
- Revision of SSIP ECO Monthly Check-ins
 - Feedback from the pilot teams who submitted monthly check-ins during the 6-month pilot was used by the State Leadership Team to revise the implementation monthly check-in surveys
- SSIP ECO Process Fidelity Check pilot
 - Feedback from field testing with 6 staff and contractors, ECTA, and the development of the final ECO process parameters was used by the State Leadership Team to develop and pilot the ECO process fidelity check survey
- State-approved tools to pilot the measurement and tracking of practitioner EI EBP fidelity
 - Feedback from practitioners who attended the Fidelity Coach Institute with Rush and Shelden were used by the State Leadership Team to develop and pilot fidelity measurement and tracking tools
- Tracks 2 through 4 of the EI EBP training continuum
 - Feedback from the EBP workgroup comprising hub leaders, human services supervisors, and

staff was used by the State Leadership Team to develop and finalize these training continuum tracks.

- Family Survey Process revision pilot
 - Feedback from the Infant Toddler Coordinating Council helped the State Leadership Team develop a revised Family Survey Process to pilot in an effort to increase response rates.
- Participants determined for the Fidelity in Practice-Early Intervention (FIP-EI) Certification course
 - The State Leadership Team and Hub Leadership worked together to decide which mentors were the best fit to participate in the course.

As we have moved to implementation of statewide scale-up during Phase III, Year 4, the stakeholder groups assisting the SSIP State Leadership Team in decision making has shifted. Feedback from regional leadership and staff and contractors was vital in assisting the State SSIP Leadership Team with scale-up measures.

D. Data Quality Issues

D.1. Concerns or Limitations

Variation in child outcome data remains a concern to the state- and local-level leadership teams. We believe the implementation of the scale-up activities in Phase III, Year 4 should soon reflect reduction in the scoring variability. Feedback from ECO implementation monthly check-ins indicate that it is taking some time for regional staff and contractors to get used to the new process, tools and resources. We anticipate that as the regions stabilize their use of the process, tools and resources, we will continue to see improved accuracy in measuring childhood outcomes and the scores will reflect improvement in children's social emotional skills as anticipated. Feedback from ECO implementation monthly check-ins include:

- Developing outcomes in the home can be challenging – it makes for longer visits
- Aligning schedules among all team members can be challenging
- There are many components and sometimes staff and contractors forget to use the tool or miss part of the process
- Confusion on how the Service Coordinator and Primary Service Provider/Evaluator work together to complete the ECO process with the family

High rates of staff and contractor turnover continue to plague our program. In Phase III, Year 4, Idaho experienced a 17% turnover rate with direct services providers and a 15% turnover rate with service coordination providers. Each new hire must be trained and learn the new ECO processes, tools, and resources. While growing proficient, new staff's implementation and measures are more error-prone than those of more experienced staff, adding to the per-person variability along with the differences among staff. When we are short-staffed and workloads are shifted, taking on more work may increase the likelihood of reducing the consistency and accuracy of ECO activities.

As Idaho continues to move toward scaleup of EI EBP, our initial concern around the tracking and monitoring of staff and contractors who will reach and maintain EBP fidelity remains. This concern may lead to data quality issues for the measurement of EI EBP fidelity activities and outcomes. Other states measuring EI EBP fidelity have reported challenges in managing this information for their local practitioners. Idaho worked with Dathan Rush and M'Lisa Shelden and local-level leadership to address this concern and will continue to monitor this with the idea that our current EI EBP fidelity pilot will result in a process that minimizes program impact.

Idaho added questions to its Family Survey to measure families' understanding of the ECO and involvement in the ECO ratings. Although Idaho continues to focus on increasing the overall survey response rate, fluctuations in response rates will affect the stability of reported outcomes. Idaho will continue to monitor data fluctuations and

work on strategies to increase regional response rates.

D.2. Implications for Assessing Progress or Results

We are confident that the achieved activities, implementation steps, and outcomes in Phase III, Year 4 will continue to move Idaho toward improving social emotional outcomes for children. However, Idaho continues to experience fluctuation in our SiMR data due to the various scale-up implementation stages of each region, the length of time it takes to implement new processes, and the length of time it takes to obtain entry and exit ECO ratings for children using the new ECO process, tools and resources. We believe the consistent use of the new process will stabilize scoring and yield reliable reporting of improvements. This may result in an initial reduction in reported improvement, delivering a new, stable baseline. Other states with a SiMR focused on improving social emotional outcomes have reported a decrease in their ECO data. As a first step in assessing progress toward more stable, reliable, and valid ECO data, Idaho has begun examining both entry and exit ECO data for patterns of appropriate versus error-related variability. We will evaluate the need to modify baseline and targets for the SiMR to include both decreased variability and improved outcomes.

Feedback from staff, contractors and leadership continues to reflect concerns regarding the additional time required to implement the new ECO process, tools and resources. While the State SSIP Leadership Team used the feedback to include more flexibility with statewide scaleup of the finalized ECO process, tools and resources, we continue to have concerns about how the additional work may impact the quality of ECO data.

Concerns from local leadership along with feedback from other states identified that the method to measure and track EI EBP fidelity may continue to put a strain on existing leadership and staff/contractor resources. As a result, the SSIP Statewide Leadership team developed a plan to pilot and scale-up up this process through a deliberate and methodical approach in an attempt to minimize the burden on local regions and ensure quality data to assess progress.

The State Level Leadership Team continues to have concerns that Idaho's relatively low Family Survey response rates in certain areas of the state will impact our ability to accurately evaluate the new ECO processes' effect on families' understanding of the ECO and their involvement in the ECO ratings. As a result, data will continue to be regularly monitored to ensure necessary adjustments are made to the corresponding performance indicator metrics and to activities/steps in the action plan.

D.3. Plans for Improving Data Quality

Idaho will continue to monitor ECO data and develop reports as needed to examine how entry and exit ECO data change as the statewide implementation of the ECO processes stabilizes. We expect to see improvement in the data quality and a reduction in the variability as a result of statewide implementation.

As part of statewide scaleup, Idaho developed and piloted an ECO Process Fidelity Check to ensure the accuracy of ECO ratings. We field tested a draft of the check with 6 staff and contractors and sought feedback from ECTA in efforts to ensure a high-quality data collection instrument and process. Data from the pilot will be used for ongoing improvement with plans to implement statewide in Phase III, Year 5.

For the measurement and tracking of EI EBP fidelity, the SSIP Statewide Leadership Team worked with our mentors who attended the Fidelity Coach Institute to pilot a process with plans to scale-up statewide in a deliberate and methodical way that attempts to minimize the burden on local regions and ensures quality data to assess progress.

E. Progress Towards Achieving Intended Improvements

E.1. Assessment of progress toward achieving intended improvements

E.1.a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

In Phase III, Year 4, significant progress was made toward changing Idaho’s infrastructure in a manner consistent with meeting the goals of the SSIP to support scaling-up, achieving the SiMR, and long-term sustainability.

The ECO training was revised and provided to non-demonstration sites. This enhancement provides a standardized message of the required ECO processes, tools and resources for statewide scale-up. Idaho worked with each region to finalize their ECO action plan for implementation and sustainability.

To support the scale-up of the social emotional training modules, Idaho provided these modules to Regions 3 and 4 and completed a 6-month follow-up survey with the demonstration sites to capture staff and contractor changes in practice as a result of the social emotional trainings. Our social emotional training modules provide participants with information on typical and atypical social emotional development in infants and toddlers, risk factors for atypical development, developmental lenses, trauma and resiliency, and relationship-based practice. To ensure sustainability, we have compiled and analyzed the data to use for next steps and future planning.

To support the scale-up and sustainability of the standardization of the ECO processes, tools and resources, Idaho developed and piloted an ECO process fidelity check in regions 1, 2, 3, and 4. Fidelity check data reports were developed and we plan to use this data to local-level leadership to inform ongoing improvement.

To support the Coaching in Natural Learning Environments evidence-based practices and ensure sustainability, Idaho continues to build the infrastructure necessary for ongoing supports and statewide scale-up. As part of this process, Idaho successfully had two master mentors obtain fidelity certification. Idaho also worked with national experts Dathan Rush and M’Lisa Shelden to add mentors to our statewide pool. Having master mentors with EBP fidelity certification has helped Idaho develop and pilot the measurement and tracking of practitioner EI EBP fidelity. Additionally, we are in the process of training 11 existing mentors in the Fidelity in Practice-Early Intervention to further increase Idaho’s mentor pool to measure EI EBP fidelity. A cadre of high-quality mentors and master mentors will enable the state to coach and mentor new and existing staff to fidelity.

The EI EBP practitioner training continuum for staff and contractors was finalized and implemented at the local level. This enhancement to our infrastructure provides a standardized introduction and path to tracking and measuring practitioner early intervention evidence-based practices in the regional training curriculum for new staff and contractors. Additionally, we continued to implement maintenance activities for existing staff and train new staff to implement and sustain EI EBP.

The table below provides more in-depth information for achieved activities and outcomes for each strategy, and how we expect the activities to impact the SiMR:

Early Childhood Outcome (ECO) Strategy	Strengthen the early childhood outcomes process for ITP staff, contractors, and families through training for staff and contractors and the development of additional resources for staff and families.
Achieved ECO Activities	<ul style="list-style-type: none"> • Delivered training on Social Emotional Development to non-demonstration site staff and contractors (Regions 3 & 4) • Created scale-up communication and evaluation plan • Revised and provided ECO training in non-demonstration sites • Created, finalized and implemented ECO action plans in demonstration sites and remaining regions
How Achieved Activities Are	The Social Emotional Development training delivered to staff and contractors in regions 3 and 4 has resulted in an increased proficiency in their knowledge of typical and atypical SE development with the end goal of changes in practice.

Expected to Impact the SiMR	The newly developed ECO process implemented statewide will enable Idaho to stabilize, reduce variability and sustain quality of the ECO measures resulting in improved ECO data quality for Idaho to accurately measure the ECO data.
Achieved ECO Outcomes	<ul style="list-style-type: none"> • Staff and contractors are proficient in the ECO process including determining the ECO ratings • Non-demonstration site staff and contractors (Regions 3 & 4) are proficient in their knowledge of typical/atypical social emotional development • Families have an awareness and understanding of the ECOs • Families are involved in the ECO process including determining ECO ratings
Monitoring and Accountability Strategy	Establish standardized statewide checks that review and monitor early childhood outcome data and social emotional practices.
Achieved Monitoring and Accountability Activities	<ul style="list-style-type: none"> • Developed pilot ECO process fidelity check tool • Implemented pilot ECO process fidelity check in North and West Hubs • Developed pilot ECO process fidelity data reports • Provided state- and local-level leadership with ECO process fidelity check data to use for ongoing improvement • Developed and implemented survey questions in demonstration sites to capture staff and contractor changes in practice as a result of the social emotional trainings • Compiled and analyzed data from demonstration site social emotional training survey to inform next steps and future scale-up planning
How Achieved Activities Are Expected to Impact the SiMR	<p>The newly developed piloted ECO process fidelity check will enable Idaho to accurately measure the sustained improvement in the ECO process and data quality and address any potential deviations from the process.</p> <p>The survey completed six months after the SE training resulted in improved practices as it relates to a child’s social emotional needs. Based on feedback gathered from the demonstration sites, we anticipate the remaining regions will have similar positive results. Data from this survey will be used to inform next steps and future scale-up planning.</p>
Achieved Monitoring and Accountability Outcomes	<ul style="list-style-type: none"> • ECO processes are implemented in a standardized way in the pilot sites • State- and local-level leadership has knowledge of the ECO process fidelity check data to use for ongoing improvement • Staff and contractors embed social emotional practices into their work with families during home visits

Professional Development Strategy	Build a sustainable system to support social emotional development using the coaching in natural learning environments evidence-based practices
Achieved Professional Development Activities	<ul style="list-style-type: none"> • Demonstration sites completed the Checklist for Implementing a Primary Coach Approach Teaming • National EBP experts Dathan Rush and M’Lisa Shelden delivered training and consultation/reflective practice to mentors • Idaho master mentors attended National Fidelity Coach Institute and obtained EBP fidelity certification • Implemented finalized EI EBP training continuum statewide for service coordination and practitioners • Developed standardized procedures for mentors to pilot the measurement and tracking of practitioner EBP fidelity in pilot sites • Mentors started the online training modules in January 2020 to become certified in April 2020. They will use the Fidelity in Practice-Early Intervention (FIP-EI) tools to assist in measuring EI EBP practitioner fidelity

How Achieved Activities Are Expected to Impact the SiMR	With the EBP infrastructure development for practitioners, training, mentoring, measuring fidelity, and building Idaho’s mentor pool to measure and track fidelity, practitioners will use these practices and embed their understanding of typical and atypical SE development to better support families to enhance their understanding of how to support their child’s social emotional development.
Achieved Professional Development Outcomes	<ul style="list-style-type: none"> • EI demonstration sites' infrastructure is adequate to implement coordinating joint visits for EI EBP • EI demonstration sites' infrastructure is adequate to implement coordinating team meetings for EI EBP • Families are aware of and understand how to support the social emotional development of their child

The infrastructure improvements for early intervention evidence-based practices and social-emotional development may be leveraged by other state and community programs. For example, the Idaho Child Care Program and Idaho STARS contracted with Dathan Rush and M’Lisa Shelden to train Idaho’s childcare consultants on the coaching and mentoring practices to support and improve childcare providers in their day-to-day work with young children. Additionally, we will share the social emotional training modules developed by the Infant Toddler Program with other statewide early childhood programs.

Refer to sections A.2., A.4. and B.1. for more in-depth information regarding progress toward achieving intended improvements.

E.1.b. Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects

In Phase III, Year 4, Idaho continues to work toward building a statewide sustainable EI EBP system to ensure continued progress in practitioner and mentor training and fidelity through:

Development of EI EBP Practitioner Fidelity measurement and tracking

- Identification of tools to measure and track practitioner EI EBP fidelity. Please reference documents below.



- The two Idaho master mentors who attended the 2018 National Fidelity Coach Institute assisted the SSIP State Leadership Team in the development of a pilot process for mentors to measure and track EI EBP fidelity of practitioners. The pilot consists of 5 contracted practitioners who will complete 6 coaching logs for review by the Master Mentors and receive two live observations. Idaho plans to collect EI EBP practitioner fidelity data for the pilot this coming year.

Building Mentor Capacity

- Continuing to build our EI EBP statewide mentor capacity by providing mentor training and coaching log reviews by Dathan Rush and M’Lisa Shelden.
- 12 Infant Toddler staff received mentor/coach training and ongoing consultation and reflective practice from Dathan Rush and M’Lisa Shelden. One of the 12 staff members left the program prior to completion of all coaching log reviews but returned as a contracted service coordinator who is no longer responsible to mentor practitioners.
- 54.5% of the 11 staff who completed the mentor training and all coaching logs have reached

Idaho strongly believes that building a statewide sustainable EI EBP system described above along with embedding improved practitioner social emotional knowledge into this system is necessary for families to enhance their understanding of how to support their child's social emotional development to achieve the SiMR. For additional information, refer to section A.3.

The state will not report on the practitioner EI EBP fidelity pilot data until the FFY 19 SSIP. Additionally, with the ongoing resource hardships Idaho continues to be plagued with challenges to achieve full statewide scale-up of the practitioner and mentor EI EBP infrastructure and measure and track practitioner and mentor fidelity data to evaluate a change in practice. As a result, it is difficult for Idaho to formulate a plan on the length of time and how the state will achieve EI EBP statewide scale-up at the pace we would like.

E.1.c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR

Refer to the table in C.1.d. and sections C.2.a. and E.1.a. for more in-depth information regarding progress toward short-term and long-term objectives to assess progress toward achieving the SiMR.

E.1.d. Measurable improvements in the SiMR in relation to targets

Idaho’s SiMR is to increase the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development.

The SiMR statement refers to the Child Outcome Indicator, 3A: Positive Social Emotional Skills, and is tailored to Summary Statement 1: Infants and Toddlers Who Improve Positive Social Emotional Skills.

Federal Fiscal Year	Target	Actual Data
56.50% FFY 13 Baseline	N/A	N/A
FFY 14	56.5%	58.1%
FFY 15	56.5%	55.9%
FFY 16	56.5%	58.2%
FFY 17	59.0%	55.1%
FFY 18	60.0%	55.9%
FFY 19	60.0%	N/A

The State Leadership Team notes that the high variability in ECO-improvement scores, which cannot be explained by child- or service-related differences, continues statewide. Implementation of the standard ECO process may not produce immediate improvement in ECO change scores (from entry to exit) reported in the SiMR. However, once the ECO measures have stabilized, we should see the anticipated improvements in the SiMR data.

F. Plans for Next Year

F.1. Additional activities to be implemented next year, with timeline

Next year, the state will continue with its SSIP implementation and evaluation activities in the following strands:

Early Childhood Outcomes

Idaho will focus on continued scale-up of the social emotional online training modules to ensure staff and contractors have a good understanding of social emotional development.

Monitoring and Accountability

Idaho will use the information gathered from the fidelity check pilot for the development and implementation of the final ECO process fidelity checks for statewide scale-up. Additionally, staff and contractors in the non-demonstration sites will use the information learned from the SE training modules and embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs.

Professional Development

Idaho will continue to focus on building a sustainable infrastructure to support EBPs by implementing the finalized EI EBP practitioner training continuum We will use the information learned from the EBP fidelity pilot to develop

and implement a process to measure and track practitioner EI EBP fidelity for future statewide scale-up. However, we will not have EI EBP fidelity pilot data to report on until the FFY 19 SSIP. Additionally, Idaho continues to struggle with practitioner turnover and increased referrals/enrollment without a significant increase in funding, thus creating a challenge to have the necessary resources to implement the EI EBP infrastructure we continue to build. As a result, it is difficult for Idaho to formulate a plan on the length of time and how the state will achieve EI EBP statewide scale-up.

The charts below outline the activities and steps the state expects to implement next year. Changes made in Phase III, Year 4 are highlighted with blue text.

Early Childhood Outcomes Strand

Activity	Implementation Step	Timeline
Scale-up SE training in non-demonstration sites to enhance staff and contractors' understanding and use of social emotional information to determine the social emotional ECO rating	Make training on social emotional development available for staff and contractors in non-demonstration sites (Regions 5, 6, & 7)	July 2020

Monitoring and Accountability Strand

Activity	Implementation Step	Timeline
Activity 1 ECO process fidelity checks are implemented	Develop and implement final ECO process fidelity check statewide to ensure the accuracy of ECO ratings	June 2020 - July 2020
Activity 2 Staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child's social emotional needs	Implement Survey questions in non-demonstration sites to capture staff and contractor changes in practice as a result of the social emotional trainings when working with families	December 2020

Professional Development Strand

Activity	Implementation Step	Timeline
Develop process to identify practitioners who have reached fidelity with EBP	Implementation Step 1 Train additional mentors on Fidelity in Practice-Early Intervention (FIP-EI) to increase the mentor pool to measure and track practitioner fidelity	January 2020 – April 2020
	Implementation Step 2 As resources allow, mentors use identified tools for statewide scale-up to measure and track practitioner EBP fidelity	January 2021

F.2. Planned evaluation activities, including data collection, measures, and expected outcomes

The State SSIP Team will continue to manage and collect data on the completion of outputs. The chart below outlines the outcomes, measures, data collection methods, and timelines the state expects to report on next year.

Outcomes Related to Early Childhood Outcomes (ECO) Processes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (initiate & complete)	Status
Intermediate Outcome	Description Non-demonstration site staff and contractors (Regions 5, 6, & 7) are proficient in their knowledge of typical/atypical social emotional development	Evaluation Question Did non-demonstration site staff (Regions 5, 6, & 7) and contractors participating in trainings increase their proficiency in their knowledge of typical and atypical social emotional development?	Performance Indicator Those participating in the social emotional trainings will achieve an 85% overall correct knowledge score across three tests	Measurement Assessment of individuals' proficiency level in their knowledge of typical and atypical social emotional development	Timeline July 2020	Status Not yet initiated
Intermediate Outcome	Description Families have an awareness and understanding of the ECOs	Evaluation Questions Do families in the non-demonstration sites report: <ul style="list-style-type: none"> Receiving ECO information? Understanding what the ECOs are? Understanding their role in the ECO rating process? 	Performance Indicator 80% of families in the demonstration sites report an awareness and understanding of the ECOs	Measurement Survey tool administered to families involved in ITP	Timeline Initial Measure June 2020	Status Not yet initiated
Intermediate Outcome	Description Families are involved in the ECO process including determining ECO ratings	Evaluation Questions Do families in the non-demonstration sites report: <ul style="list-style-type: none"> Participating in the ECO process? Participating in the ECO rating? 	Performance Indicator 80% of families in the non-demonstration sites report being involved in the ECO process including determining ECO ratings	Measurement Survey tool administered to families involve in ITP	Timeline Initial Measure June 2020	Status Not yet initiated

Outcomes Related to Monitoring and Accountability

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/ Data Collection Method	Timeline (initiate and complete)	Status
Intermediate Outcome	<p>Description Final ECO processes are implemented in a standardized way statewide</p>	<p>Evaluation Question Do the final completed ECO process fidelity checks implemented statewide demonstrate ECO processes are being implemented in a standardized way?</p>	<p>Performance Indicator 90% of completed final statewide ECO fidelity checks demonstrate that the ECO processes are being implemented following the standard, effective, planned method. For both Entry and Exit ECO processes, respondents report (a) explaining the ECO process to the family to increase ECO accuracy and family engagement, (b) involving the family in the ECO process to increase ECO accuracy and program effectiveness and (c) age anchoring the child to increase ECO accuracy.</p>	<p>Measurement Final ECO process fidelity checks</p>	<p>Timeline June 2020 – July 2020</p>	<p>Status Not yet initiated</p>
Intermediate Outcome	<p>Description Staff and contractors embed social emotional practices into their work with families during home visits</p>	<p>Evaluation Question Did staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs?</p>	<p>Performance Indicator 60% of non-demonstration site staff and contractors embed their understanding of social emotional practices in their work with families as it relates to the child’s social emotional needs</p>	<p>Measurement Key Survey</p>	<p>Timeline Interim Post Measure – April December 2020</p>	<p>Status Not yet initiated</p>

Outcomes Related to Professional Development

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/ Data Collection Method	Timeline (initiate and complete)	Status
Intermediate Short-term Outcome	<p>Description EI providers in pilot sites who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity</p>	<p>Evaluation Question Are demonstration pilot site providers implementing coaching in natural learning environments with fidelity?</p>	<p>Performance Indicator 75% of demonstration pilot site providers who have been trained and mentored are implementing EBP (Coaching in Natural Learning Environments) with fidelity</p>	<p>Measurements</p> <ul style="list-style-type: none"> Coaching Log Summary Form Fidelity in Practice for Early Intervention and Fidelity in Practice for Primary Service Provider Checklists 	<p>Timeline Baseline Pilot data March June 2020</p>	<p>Status Not yet initiated</p>
Intermediate Outcome	<p>Description EI providers statewide who have been trained and mentored implement EBP (Coaching in Natural Learning Environments) with fidelity</p>	<p>Evaluation Question Are providers implementing Coaching in Natural Learning Environments with fidelity statewide?</p>	<p>Performance Indicator 75% of providers who have been trained and mentored are implementing EBP (Coaching in Natural Learning Environments) with fidelity statewide</p>	<p>Measurements</p> <ul style="list-style-type: none"> Coaching Log Summary Form Fidelity in Practice for Early Intervention and Fidelity in Practice for Primary Service Provider checklists 	<p>Timeline January 2021 (Yearly measurements of staff and contractors who implement EBP with fidelity)</p>	<p>Status Not yet initiated</p>

Intermediate Outcome	Description EI mentors who have been trained and mentored implement EBP mentoring (Coaching in Natural Learning Environments) with fidelity	Evaluation Question Are mentors implementing mentoring practices with fidelity?	Performance Indicator 75% of mentors who have been trained and mentored are implementing EBP mentoring with fidelity	Measurement Mentor Log Summary Form	Timeline July 2019 - Ongoing	Status In Progress
Long-term Outcome	Description [SiMR] There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate growth in positive social emotional development	Evaluation Question Have more infants and toddlers exiting early intervention services demonstrated improved growth in positive social emotional development?	Performance Indicator By the end of FFY 2018, 60% of children exiting the program will have improved (growth) in social emotional development	Measurement Data reported for APR Indicator C.3., which is collected at entry and exit using the COS process	Timeline Annual Performance Report Indicator #11	Status In Progress

F.3. Anticipated barriers and steps to address those barriers

The state anticipates that many of the same barriers we have faced in the past will persist. The Infant Toddler Program must always prioritize activities considering our limited resources. In addition to maintaining compliance with all Part C requirements, Idaho's Infant Toddler Program is working to: complete all activities related to statewide scale-up of the new ECO processes, tools, and resources, continue to build a sustainable EI EBP professional development system in which we are not dependent on Dathan Rush and M'Lisa Shelden, and implement the additional activities outlined in the evaluation plan. Applying adequate resources to each of these endeavors remains a constant challenge.

Additionally, staff and contractors are experiencing burnout due to limited resources, high caseloads and consistent turnover coupled with the additional work brought on by the SSIP. We anticipate that this, along with any unanticipated events or hurdles, will have an impact on the progress of the identified steps and activities slated to be completed in Phase III, Year 5. Most, if not all, agencies are experiencing the same level of challenges with services due to the population growth in Idaho. While we feel that we will continue to make progress, because of our state's limited resources we may not be able to meet identified timelines and all steps and activities slated to be completed in Phase III, Year 5.

Anticipated barriers include:

- Resource challenges may impact measuring and tracking of EI EBP fidelity
- Data analyst's time being split between programs within our division
- Cost to increase required contractor trainings for continued ECO statewide scaleup and EI EBP fidelity
- Competing priorities with multiple projects occurring simultaneously
- Ongoing staff and contractor turnover resulting in key vacancies in the regions
- Increased caseloads
- Ongoing instances of noncompliance
- The pace necessary to implement our SSIP action plan and all other Part C requirements may continue to contribute to staff and contractor burnout and turnover
- Individual variances in accepting and implementing change

In order to address these barriers, the state:

- Will continue to review and adjust SSIP tasks and timelines
- If resources allow, add additional contracted resources at the local level
- Will use technology such as video conferencing and SharePoint when possible to mitigate impact of geography on connecting with staff
- Implement the provision of virtual early intervention services
- Will continue to look for efficiencies with data tracking to make the best use of our data analyst's time (supports other programs within our division)

The SSIP State Leadership Team will continue to utilize Hub Leadership Team, Demonstration Site Teams, Infant Toddler Coordinating Council, and other stakeholder groups to identify barriers and make recommendations to address these challenges.

F.4. The State describes any needs for additional support and/or technical assistance

Idaho is grateful for the technical assistance opportunities available to our program. The technical assistance team assigned to Idaho is phenomenal and comprises representatives from ECTA, DaSy, NCSI, and IDC. They are experienced, knowledgeable, helpful, and receptive to Idaho's needs. They respond to questions and review materials with thoroughness and provide quick turnaround.

Idaho would like to continue receiving regular technical assistance from these TA centers. The state anticipates that as the reliability of our data increases, we may need to adjust targets and possibly measurements of outcomes. We would benefit greatly from advice and guidance on the best ways to demonstrate and evaluate

the progress on Idaho's Improvement Plan.