

Indicator 11 SSIP Phase III: Implementation Progress Report

This document is the State Systemic Improvement Plan (SSIP) Implementation Phase III Progress Report. The SSIP is a multi-year plan designed to increase the capacity of the early intervention system to implement, scale-up and sustain evidence-based practices. The result of the SSIP is improvement of outcomes for children with disabilities. This document describes the continuation of the analysis of Kentucky’s Early Intervention System (KEIS) and implementation of activities designed to support the State Initiated Measurable Result (SIM-R).

State-Identified Measurable Results (SIM-R): This was identified by stakeholders in Phase 1 of the plan development (March 2015).

Early intervention providers will change in their ability to coach parents on interventions and strategies to help their child develop and learn. Parents will change their self-perception of their ability to help their child develop and learn.

SIM-R focus: SPP/APR Indicator 4 C, Early Intervention helped parents learn how to help their children develop and learn.

SIM-R Progress

State Baseline and Target Data: Percentage of families reporting that early intervention helped parents learn how to help their children develop and learn. (“positive responses”)

Baseline (FFY13) 99.03%

Targets

FFY	2014	2015	2016	2017	2018
Target	99.03%	99.05%	99.10%	99.25%	99.50%
State Data	99.62%	99.16%	99.20%		

SIM-R Target Point of Entry (POE) FFY15 Data

	2016 Target	Results	Target Met
Big Sandy	99.10%	97.30%	No
Bluegrass	99.10%	99.42%	Yes
Lincoln Trail	99.10%	100.00%	Yes

The ECO Family Survey provides a five-item scale for each subset of questions for each component of Indicator 4 (4A, 4B, and 4C): not at all helpful, a little helpful, somewhat helpful, almost helpful, and completely helpful. The rankings correspond with the following numeric values, respectively: 1, 2, 3, 4, 5. Positive responses had an average score of >1.5, indicating that early intervention was more helpful than unhelpful.

State Mean Baseline and Target Data

Baseline (FFY13): 4.43 (88.51% Positive Responses)

Data source: SPP Indicator 4C Annual Family Survey

Survey: *Early Childhood Family Outcomes Survey Revised (2010)*

SIM-R Target Pilot Site Point of Entry (POE) Data

The POE targets (based on mean scores) for improvement are:

POE	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Big Sandy	4.41	4.46	4.51	4.56	4.61
Bluegrass	4.32	4.37	4.42	4.47	4.52
Lincoln Trail	4.48	4.53	4.58	4.63	4.68

FFY16 Data

POE	FFY 16 Target	FFY 16 Results	Target Met	FFY15 Results
Big Sandy	4.51	4.08	No	4.70
Bluegrass	4.42	4.44	Yes	4.40
Lincoln Trail	4.58	4.52	No	4.55

Analysis:

All three pilot sites experienced slippage in the mean scores for FFY16 compared to FFY15 with Bluegrass achieving the target despite the slippage. Slippage from FFY15 was minimal for Lincoln Trail. The change in FFY16 from FFY15 was the greatest in Big Sandy whose results were 0.43 lower than the previous year. None of the three sites had specific improvement activities implemented during this reporting year as many of the SSIP coherent strategies were still in development.

Family Survey Section A

The FFY16 family survey included the *Early Childhood Family Outcomes Survey Section A*. This was the third year of collection for this set of questions. The results of this survey portion establish a proxy measure for improvements related to Indicator 4C. Section A consists of questions organized into five outcomes: understanding your child's strengths, needs, and abilities; knowing your rights and advocating for your child; helping your child develop and learn; having support systems; and accessing the community. The components and questions align well with the Kentucky Strengthening Families protective factors.

State Section A Baseline Data:

FFY14	Mean	Percent Reporting KEIS Helped
Outcome 1: Understanding your child's strengths, needs and abilities	4.72	94.53%
Outcome 2: Knowing your rights and advocating for your child	4.53	85.74%
Outcome 3: Helping your child develop and learn	4.67	92.37%
Outcome 4: Having support systems	4.46	82.81%
Outcome 5: Accessing the community	4.70	91.06%

Outcome 3 best aligns with the focus of the Kentucky SIM-R and is consistent with the results for Indicator 4C. The lowest mean is Outcome 4 that addresses access and use of support systems for the family. Higher means for Outcome 4 may indicate the effectiveness of the SSIP alignment with Kentucky Strengthening Families.

State and Target Family Survey Results for Section A of the Early Childhood Outcomes Family Survey:**Outcome 1:** Understanding your child's strengths, needs and abilities**Outcome 2:** Knowing your rights and advocating for your child**Outcome 3:** Helping your child develop and learn**Outcome 4:** Having support systems**Outcome 5:** Accessing the community

		Target POE Mean (Percent Score)					
		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Overall
FFY 2014	Statewide	4.72 (94.5%)	4.53 (85.7%)	4.67 (92.4%)	4.46 (82.8%)	4.70 (91.1%)	4.62 (92.4%)
	Big Sandy	4.61 (87.2%)	4.55 (86.6%)	4.41 (88.2%)	4.33 (91.0%)	4.36 (92.2%)	4.45 (89.1%)
	Bluegrass	4.71 (94.2%)	4.47 (89.4%)	4.63 (92.6%)	4.42 (88.4%)	4.72 (94.4%)	4.59 (91.8%)
	Lincoln Trail	4.75 (95.0%)	4.62 (92.4%)	4.76 (95.2%)	4.51 (90.2%)	4.68 (93.6%)	4.66 (93.3%)
FFY 2015	Statewide	4.69 (93.8%)	4.50 (90.0%)	4.66 (93.2%)	4.49 (89.0%)	4.68 (93.6%)	4.60 (92.0%)
	Big Sandy	4.71 (94.2%)	4.31 (86.2%)	4.56 (91.2%)	4.27 (85.4%)	4.55 (91.0%)	4.48 (89.6%)
	Bluegrass	4.65 (93.0%)	4.49 (89.8%)	4.66 (93.2%)	4.42 (88.4%)	4.65 (93.0%)	4.57 (91.5%)
	Lincoln Trail	4.73 (94.6%)	4.67 (93.4%)	4.65 (93.0%)	4.58 (91.6%)	4.68 (93.6%)	4.66 (93.2%)
FFY 2016	Statewide	4.70 (94.0%)	4.51 (90.2%)	4.65 (93.0%)	4.45 (89.0%)	4.71 (94.2%)	4.60 (92.0%)
	Big Sandy	4.52 (90.4%)	4.31 (86.2%)	4.39 (87.8%)	4.38 (87.6%)	4.40 (88.0%)	4.40 (88.0%)
	Bluegrass	4.67 (93.4%)	4.51 (90.2%)	4.65 (93.0%)	4.42 (88.4%)	4.75 (95.0%)	4.60 (92.0%)
	Lincoln Trail	4.71 (94.2%)	4.58 (91.6%)	4.68 (93.6%)	4.45 (89.0%)	4.74 (94.8%)	4.63 (92.6%)

Analysis

Overall, the state results remained the same in FFY16 as FFY15. The three pilot sites varied in their respective results: Lincoln Trail results were higher than the state overall, Bluegrass results were the same as state results and Big Sandy results were lower than the state overall mean. In FFY15, one site was higher than the state overall mean (Lincoln Trail).

SSIP Planning Team:

The Interagency Coordinating Council (ICC) comprised the core group of stakeholders formed to participate in the initial development of Indicator 11 and this group continues to serve in this role. The ICC assumed the role as stakeholder group due to the representation of state agencies, programs, parents, and related consumers of the system and active involvement of the ICC with systemic improvements since 2004. ICC membership includes:

- Five parents of children with disabilities
- One representative of the Department of Education (619 Preschool Program)
- One representative of the McKinney-Vento Homeless Program
- One representative of the Department of Community-Based Services (Child Welfare and Child Care services)
- One representative of the Department for Medicaid Services
- One representative of the Department of Insurance
- One representative of the Department of Behavioral Health, Developmental and Intellectual Disabilities
- One representative of the Commission for Children with Special Health Care Needs
- One representative of the State Legislature
- One representative of the Institutes of Higher Education
- One representative of the Head Start/Early Head Start

- Four representatives of Public Early Intervention Providers (First Steps Point of Entry, US Department of the Army, University of Louisville and University of Kentucky)
- Four representatives of Private Early Intervention Providers

In addition to the ICC, other system representatives participated in the Stakeholder Group to provide input on the plan:

- Rural and urban early intervention providers from various disciplines for representation of the diverse provider pool
- University faculty representing disciplines other than the ICC representatives
- Point of Entry (POE) Managers
- District Child Evaluation Specialists
- HANDS (Kentucky's home visiting program representing the core program (state funded), the multi-gravida program (federally funded) and the program designed to address post-partum depression (also federally funded))
- Race to the Top Early Learning Grant/Governor's Office of Early Childhood
- Help Me Grow (Kentucky's program of a national system to connect children with risk factors that may impede developmental growth)
- Early Childhood Mental Health System of Care (US Department of Health and Human Services grant initiative)

An internal work-team also contributed to the development of the Implementation and Evaluation Plan. While the core of the internal team was State Lead Agency (SLA) program staff, recruitment of others occurred to add to the knowledge, experience and perspectives of the broader early childhood world. This team consisted of:

- KEIS training and technical assistance staff (three individuals)
- KEIS general supervision staff
- Maternal and Child Health Early Childhood Epidemiologist
- University of Louisville KEIS Record Review Principal Investigator
- Early Childhood Comprehensive System Grant Manager
- Early Childhood Mental Health Technical Assistance staff
- KEIS Parent Consultant
- Part C Coordinator

Stakeholder Input:

Stakeholders were actively involved in the continued development of the SSIP. A combination of large stakeholder, internal workgroups, and project specific workgroups met periodically to continue work on the plan. Stakeholders met quarterly in conjunction with the Interagency Coordinating Council (ICC) meetings, which included ability to participate online for those unable to travel. Internal and project specific workgroups held face-to-face meetings, scheduled as needed to complete tasks. The stakeholder group determined the direction of the SSIP activities, general timeframes, and ideas for deployment.

For this reporting period, much of the work centered on the development of materials needed for the use in the pilot areas. Specific workgroups comprised of representatives of the role and parents met to complete the work accomplished during FFY16. The larger stakeholder group received periodic updates at quarterly meetings. The design of the implementation plan allows for the necessary development work with actual local implementation occurring in later phases.

Infrastructure: The State Lead Agency (SLA) is responsible for final decisions concerning the infrastructure of the early intervention system. The overall organization of the early intervention system did not change as this structure works well for Kentucky. The program ended the state fiscal year within budget and maintained a high level of determination designated by OSEP. Changes to the infrastructure are dependent upon budget, performance and administration directives. The system continues to focus resources on services with less than 5% of the total budget used for SLA administration and operating costs.

The Governor’s proposed budget reflected a reduction in general funds that adds to several years of declining state support to programs. There is no expectation of increased state funding at this time. This is a concern with First Steps experiencing a 5-6% increase in children served each year since 2014. The ability to stay within budget is a result of sustained systems change.

The redesign of the Part C system began in 2004. Initial emphasis focused on financial issues and structure of the system to maintain a fiscally sound budget. The next focus was compliance. By 2010, the system operated within budget. Achieving compliance occurred soon after that. The widespread implementation of the primary service provider model occurred by 2016. The SLA continues work on increasing fidelity to the Routines-Based Interview® process.

Impact of Ten Years of System Redesign (FY2007-FY2017)

	FY07	FY17
Total Program Costs	\$53,615,190	\$32,647,834
Total Number Children Served	7976	14,213
Average Cost per Child	\$6,722	\$2,297
State Determination Rating by US Department of Education	Needs intervention	Meets requirements

Long-term staff vacancies continue to influence SSIP progress. Remaining staff have to balance coverage for day-to-day operations with the time needed for development of quality products. The dual demands on staff slow development of training materials and other supportive materials for implementation in the pilot sites. There is no projected date for approval to interview and hire. A technical assistance position, offered multiple times with no candidate accepting the position due to salary, continues to be vacant. As a result, there is a request to re-establish the position as a federally funded, time-limited (FFTL) position. FFTL positions have more flexibility for salary than state Merit positions. Once filled, this would increase the SLA technical assistance to three dedicated positions. A request for a compliance analyst is in process. This position would work with the General Supervision Coordinator, freeing up some of the General Supervision Coordinator time for technical assistance related to SSIP activities.

Technical Assistance and Support: The resources necessary to implement the SSIP continue to be challenging under current budget climate in Kentucky. Original plans were to contract with the University of Louisville for the development of the training for Master Coaches and curriculum for POE Manager Leadership. The contract would fund a project coordinator and three Master Coaches. The execution of the contract six months after the start of the new fiscal year, delayed forward movement. Because of the shortened contract period and contractual language regarding subcontractors, the University of Louisville hired two part-time staff to develop the training and implementation guides for the Master Coaches. The individuals hired were Dr. Winnie Dunn and Dr. Ellen Pope, both well-known experts in early intervention. Both had experience in similar coaching projects in Kansas and New Mexico. Kentucky was fortunate to have the assistance of these two experts. The contract projects were fast-tracked and the amount of work completed by June 30, 2017 exceeded expectations.

Acronyms:

State Lead Agency—SLA
 Service Coordinator—SC
 Point of Entry—POE
 Quality Assurance—QA
 Routines-Based Interview®—RBI®

Technical Assistance—TA
 Lincoln Trail—LT
 Big Sandy—BS
 Bluegrass—BG

Note: The approved evaluation plan does not include all coherent strategies reported below. Therefore, activities number four (4) and number seven (7) do not have evaluation status reports.

Improvement Strategies

Coherent Strategy	Activities	Progress Report Phase III
<p>1. Development and implementation of Service Coordination Quality Assurance Standards (SCQA)</p> <p>Timeline: 7/2015–6/2018</p>	<ul style="list-style-type: none"> • Create SCQA workgroup with Service Coordinator, POE, Family & SLA representatives • Draft Quality Standards for Service Coordination vetted by ICC, SLA, national TA • Educate POE Managers about SC Quality Standards • Train all staff on Quality Standards 	<p>Completed Tasks:</p> <p>The workgroup for this task included Service Coordinators from pilot and non-pilot offices, POE managers from the pilot areas, parents (one ICC member) and HANDS State Staff. Face-to-face workgroup meetings began July 2016 with the agenda including a review of stakeholder feedback from the June 2016 webinar. This was the start of formatting draft standards. The workgroup leaders obtained assistance from the Early Childhood Epidemiologist on formatting and scoring the quality standards tool. Development of the initial draft of SCQA standards continued with feedback from the Stakeholder group and SLA staff not directly involved with this activity. The Health Access Nurturing Development Services (HANDS) staff met with the workgroup leaders to review the home visiting quality standards rubric used by HANDS. The National Early Intervention/Early Childhood Professional Development Community of Practice provided materials on service coordination. Because of the requests from Kentucky, a Service Coordination special interest training workgroup reconvened.</p> <p>In early fall (September 2016), it was determined that there was a need for program standards for the Kentucky Early Intervention System that would apply to all enrolled early intervention providers, including Point of Entry Managers, District Child Evaluation Specialists, and Service Coordinators. Draft KEIS Quality Standards followed along with the Service Coordinator Performance Standards. Both documents incorporate the protective factors language from the Kentucky Strengthening Families. In October, the Stakeholder Group (which includes the ICC) reviewed both documents and gave feedback. The workgroup leaders presented draft KEIS Quality Standards and Service Coordinator Performance Standards to the Service Coordinator National Training Workgroup, pilot POE staff and other POE managers and Service Coordinators by webinar and requested feedback. After this, the original workgroup and invited additional stakeholders finalized KEIS Quality Standards and provided feedback on the draft SC Performance Standards. Discussions included the use of the tools (orienting new service coordinators and performance evaluations), training, annual review, and performance guidance for knowing basic key concepts.</p> <p>There was a completed working draft of the Service Coordinator Performance Standards by end of February. The document tallies the score for each subsection and carries the score forward to an overall performance page. The document was beta-tested by the Bluegrass Point of Entry. Feedback from the beta test included:</p> <ul style="list-style-type: none"> • SCQA was overwhelming when first introduced • Reviewing the standards by workflow/phase of service coordination (example: intake) easier to digest • Service Coordinators reported the standards helped them to understand expectations for each phase • Supervisor found the performance standards for the family assessment easy to use and review with the service coordinator • Supervisor found the performance standards very helpful for training new staff <p>Changes to original plan: No changes made.</p>

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Coherent Strategy	Activities	Progress Report Phase III
		<p>Evaluation Plan Status: Kentucky achieved two of three results (outcomes of this coherent strategy). One, POE staffs, SLA staff and nationally recognized experts reviewed the standards. Part C colleagues from the Early Childhood Personnel Community of Practice reviewed the additional unplanned documents developed as companion pieces to the standards. This resulted in an invitation to the Kentucky staff to participate in a national workgroup on service coordination. Kentucky continues to collect Family Survey Section A data to compare to the baseline data previously identified.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Create state specific SC Performance Standards based on stakeholder input (Completed FFY17) • Receive feedback from National Consultants on the draft SC Performance Standards and amend the tools accordingly (Completed FFY17) • Training on the KEIS Quality Standards • Training on the Service Coordinator Performance Standards • Training Point of Entry Managers on how to use the SC Performance Standards in daily operations • Implementation in pilot areas with feedback

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Coherent Strategy	Activities	Progress Report Phase III
<p>2. Develop leadership training for Point of Entry (POE) Managers</p> <p>Timeline: 4/2016-12/2016</p> <p>Revised timeline: 12/2017</p> <p>Revised timeline: 6/30/18</p>	<ul style="list-style-type: none"> • Develop a POE Manager’s Leadership Training Plan. • Create Leadership Trainings on a variety of topics: <i>Child Development, Philosophy of Early Intervention, General Supervision, Reflective Supervision, Oversight of Providers, Motivational Interviewing, Data (including KEDS), Quality Standards, Four Disciplines of Execution (4DX)</i> • Launch Trainings 	<p>Completed Tasks: During FFY16, the completed tasks included compilation of materials/modules that required new formatting but no new content. SLA staff met with the contractor to discuss topics for the POE Manager training. They also gathered resources for the topics requiring new development. Other materials given to the contractor were samples of documentation and scope and purposes for modules. Development of the full curriculum began in fall 2017 with a tentative completion date of mid-May 2018. Dr. Jessica Hardy, Assistant Professor, at the University of Louisville leads the curriculum development. The curriculum design includes online training modules, face-to-face training, webinars, activities, and readings.</p> <p>Changes to original plan: This activity required more time than anticipated to develop the full curriculum. Part of the curriculum was dependent upon the final version of program and performance standards. The final versions became available December 2017.</p> <p>At this time, the project is in final stages of completion and will be ready for statewide implementation by the end of FFY17 (current state fiscal year). Revised timeline for completion is 6/30/2018.</p> <hr/> <p>Evaluation Plan Status: The evaluation plan requires tracking of the local POE determinations to verify improvement in POE performance. The SLA maintains a historical archive of determinations since the implementation of the SPP/APR requirement. There is no change to the plan to conduct analysis based on this coherent strategy once the activity fully launches.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Work with contractor as needed to finalize products, identify schedule of trainings • Launch trainings per schedule; include pre and post surveys of knowledge for evaluation data collection

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Coherent Strategy	Activities	Progress Report Phase III
<p>3. Continued training and technical assistance on the Family Assessment process</p> <p>Timeline: 7/2015-6/2017</p> <p>Revised timeline: 12/31/2018</p>	<ul style="list-style-type: none"> •Family Assessment (RBI®) Workgroup identified and charged with task •Survey both POE managers and Service Coordinators in pilot areas about the current family assessment process •Stakeholder input on the revision of current Family Assessment training tools and modules for new Service Coordinators •Draft Family Assessment tools: SC and POE manager tools for oversight •Implement new Family Assessment training and tools 	<p>Completed Tasks: The workgroup for this coherent strategy/activity began meeting in August 2016 with monthly meetings in September and October. After gathering input for needed changes to the family assessment process, SLA staff met with the data system developer to review desired changes to TOTS, the online database system. Workgroup leaders also participated in a webinar on the <i>Routines-Based Interview</i>®. The Assistant Part C Coordinator and Technical Assistant attended the National DEC Conference in Louisville, KY specifically to participate in a session on the <i>Routines-Based Interview</i>®. The U of L contractor and workgroup leads developed the plan to bring Dr. Robin McWilliam to Kentucky for consultation on state specific issues regarding the ongoing implementation of the family assessment process.</p> <p>Unexpected issues with the renewal of the contract for the database system delayed changes in the system to support a revised family assessment process and documentation. Presentation of the newly revised IFSP outcomes training occurred in June 2017. One of the POEs arranged two workshops on the <i>RBI</i>® in August 2017. This workshop, led by certified trainer Ms. Amy Jenkins, included the updated information on IFSP outcomes and presented an opportunity for service coordinators to provide suggestions for improving the documentation process. The delay of the database contract modifications actually helped to develop changes based on user (service coordinator) input.</p> <p>Changes to original plan: National experts availability for training the <i>RBI</i>® dictates when training can occur. The original timeline had to change to allow for availability of the experts and completion of the changes to the data system.</p> <p>Evaluation Plan Status: Pending is the status of the evaluation activities for this coherent strategy. There is no change to the original plan to assess the number of completed initial family assessments and alignment of IFSP outcomes and services with the family assessment results.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Provide a <i>RBI</i>® “refresher” 2-day workshop for service coordinators lead by Amy Jenkins (currently in process of scheduling) • Consult with Dr. McWilliam on issues and concerns with implementation of the <i>RBI</i>® in KY (completed; met) • Change the documentation of the <i>RBI</i>® process based on service coordinator feedback (completed) • Changes to the data system to reflect documentation changes (completed November 2017) • Obtain updated training materials and resources on the <i>RBI</i>® • Provide on-going support to POEs • Track participation of families in family assessment process. Identify expected rate for participation. • Provide targeted technical assistance to POEs that do not meet the participation rate to include root cause analysis of low participation to identify barriers to improved participation.

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Coherent Strategy	Activities	Progress Report Phase III
<p>4. Develop Communication plans for awareness specific to EBPs and the SSIP</p> <p>Timeline: 1/2016-12/2020 (intermittent activities)</p>	<ul style="list-style-type: none"> • Research and develop a statewide communication plan for POE Staff and Providers, including creation of SSIP section on website • Implement General Communication Plan statewide. • Research and develop communication tools specific to pilot site #1: POE staff, providers and families. • Launch communications for pilot site #1 • Research and develop communication tools specific to pilot sites #2 and #3 (make any necessary improvements to the materials used for pilot #1). • Launch communications for pilot #2 and #3 	<p>Completed Tasks: SLA staff pursued efforts to meet with the Cabinet Communications staff to refine the original communication plan. Efforts to meet were unsuccessful.</p> <p>Specific communication pieces for the initial meeting with the early intervention providers in Pilot Site 1 (Lincoln Trail POE) debuted in late November and December 2017. This included listserv announcements and an announcement on TOTS, the database system. Additional materials included a PowerPoint presentation to introduce the SSIP and the professional development for all providers in the district. The recorded presentation is accessible to providers through the Adobe Connect system. Follow-up documents are under development such as a questions and answers document.</p> <p>Changes to original plan: No changes at this time.</p> <p>Next Steps: The Department for Public Health continues the process of updating the website and the information and materials will be designed to match the new “look”. The website has not changed to date. The SLA may rebrand the early intervention system so this will become part of the communications to the field if it occurs.</p>

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<p>5. Develop Quality Standards for home visiting in collaboration with other home visiting programs (HANDS, HANDS Maternal, Infant, Early Childhood Home Visiting (MIECHV), Early Head Start)</p> <p>Timeline: 4/2015-6/2018</p> <p>Revised Timeline: 12/31/2018</p>	<ul style="list-style-type: none"> •Collect and review standards from Head Start, MIECHV, DEC, other states and develop draft of KEIS Quality Standards for Home Visiting •Draft standards vetted by ICC, SLA, national TA •Embed Quality Standards for Home Visiting into trainings for new providers/SCs as they enter the system •Develop training on Quality Standards for home visiting for existing providers and POE staff •Train all staff on Quality Standards for home visiting 	<p>Completed Tasks: A workgroup consisting of three POE Managers, early intervention providers (representatives of PT, OT, SLP, DI and TDHH), Project Manager of the Race to the Top Early Learning Challenge Grant (Governor’s Office of Early Childhood), and university staff formed in January 2017. Periodic meetings began the next month with the first group meeting held face-to-face.</p> <p>The workgroup started with identifying historical information of the SSIP to familiarize all with the theory of action, state identified measurable results, and improvement strategies. The workgroup reviewed progress on the KEIS Quality Standards and Service Coordination Standards. Format and scoring rubric. The workgroup explored the role and responsibilities of the provider in Part C. Between meetings members of the workgroup researched home visiting standards, evidence-based practices. After each meeting, workgroup participants gave feedback on the notes compiled for documentation of work.</p> <p>The March webinar meeting agenda was a review of an initial draft of standards. The group started examining other related home visiting documents including:</p> <ul style="list-style-type: none"> • <i>Educational and Developmental Intervention Services (EDIS) Early Intervention Home Visit Framework;</i> • <i>Reaching Potentials through Recommended Practices Observation Scale-Home Visiting;</i> • <i>Family-Guided SS-OO-PP-RR Home Visiting;</i> • <i>Connecticut Office of Early Childhood Activity-Based Teaming Fidelity Checklist;</i> • <i>DEC Recommended Practices in Early Intervention/Early Childhood Special Education;</i> and, • <i>OSEP TA Community of Practice-Part C Settings, Workgroup on Principles and Practices in Natural Environments Agreed upon Practices for Providing Early Intervention Services in Natural Environments).</i> <p>The national coaching consultants (Drs. Winnie Dunn and Ellen Pope) reviewed a subsequent draft in April 2017 and participated in a conference call to propose a restructuring of standards to base competencies. The SLA workgroup leads also met with Dr. Beth Rous, a University of Kentucky faculty member with expertise/experience in development of practice standards. The feedback that the trio of experts provided resulted in the clear identification of core competencies and standard supporting high quality services. The feedback also assisted with the identification of observable actions for a self-assessment document. The final workgroup meeting for FFY16 resulted in recommended changes to evolving document.</p> <p>Changes to original plan: The timeline needs adjustment. Standards work took longer than anticipated, partly due to limited SLA staff time to devote to the project and the nature of the work itself. The date for the final product of all the quality standards (KEIS, Service Coordinator, and Early Intervention Provider) was December 2017. Affecting the development of training on the standards is the 2018 Provider Enrollment for First Steps. All First Steps staff have responsibilities for this along with the daily operations and SSIP work. The revision to the timeline extends it by six months.</p>

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		<p>Evaluation Plan Status: Kentucky achieved one of two results (outcomes of this coherent strategy). One, POE staffs, SLA staff and nationally recognized experts reviewed the standards. These standards link with the First Steps Program Standards and Core Competencies in a similar manner as the Service Coordination Standards. Plans continue to evaluate monitoring results and analyze feedback gathered from families through the annual family survey.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Present final version to Stakeholder Group at April, 2018 quarterly meeting; obtain input and approval • Develop training materials for providers and agency administrators • Develop schedule for roll-out of training and implement schedule • Revise new provider face-to-face orientation training to align with standards
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Coherent Strategy	Activities	Progress Report Phase III
<p>6. Develop training on Evidence-Based Practices</p> <p>Timeline: 7/2015-6/2020 (intermittent activities and launches)</p> <p>Infrastructure target for improvement: <u>X</u> Quality Standards <u>X</u> Professional Development <u>X</u> Technical Assistance</p>	<ul style="list-style-type: none"> •Identify and construct a workgroup to investigate EBPs, research national trainers/consultants •Identify Pilot #1 (of the 3 selected areas: Big Sandy, Lincoln Trail, Bluegrass) •Secure funding and modify contract for payment for Master Coaches and training development •Identify and Research EBPs in order to develop content for trainings •Develop Training Modules for Master Coaches: <ul style="list-style-type: none"> ○ Quality Standards for Home Visiting, ○ TOTS, ○ EBPs— 	<p>Completed Tasks: An internal workgroup met to begin discussions for the development of a coaching log hosted in the data system. The log would be a part of a larger quality assurance module in the data system linked to providers but not to individual children. The discussions and refinement of the concept continue. As needed the SLA, staff/internal workgroup met with the University of Louisville project lead to develop the scope of work for the national consultants (Dr. Dunn and Dr. Pope) and scope of work for the Master Coaches. Conference calls and email communications supplemented face-to-face meetings. Review and revision of draft documents also transpired.</p> <p>The larger Stakeholder group discussed and determined the timeline for launch of Pilot 1 at the May 2017 ICC meeting.</p> <ul style="list-style-type: none"> • Master Coaches hired (completed, November 2017) • Master Coaches develop timeline for pilot area roll-out (completed January 2018) • Pilot 1 launch meeting for early intervention providers (completed, January 2018) • Select participants for first cohort (completed, February 2018) <p>Changes to original plan: The contract with the University of Louisville was originally designed as a 2-year contract with the development of training materials and design of actual implementation of the professional development during year one (7/1/16-6/30/17). Year 2 (7/1/17-6/30/18) would then bring on the coaches, By the end of FFY16, the tasks associated with the development and design of the coherent activity were completed despite a six month delay. Year 2 of the plan is on track—three Master Coaches are currently participating in their training. This training not only includes readings, participation in e-learning modules and journaling/discussion board activity, but also include the experience of mentorship by Dr. Dunn and Dr. Pope. Initially, the coaches participated in seminar discussion around coaching as an interaction style and practiced coaching to improve their skills. Each of the coaches are serving a small caseload of children with Dr. Dunn and Dr. Pope providing feedback on their demonstration of the evidence-based practices during ongoing home visits with families. KY has decided to utilize Torsh TALENT as its platform to upload videos of home visits, provide feedback to cohorts and score the adherence rubric. Not only are the master coaches enhancing their own coaching practices, they are gaining valuable experience in serving as a master coach through the mentorship of Drs. Dunn and Pope and the project lead at University of Louisville. The first cohort of early intervention providers will begin working with the Master Coaches in April 2018.</p>

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	<ul style="list-style-type: none"> ○ Coaching families, embedding into natural context, ○ Routines-Based Early Intervention®, ○ Documentation (Coaching Logs) ● Hire & Train Master Coaches for Pilot #1) ● Train Pilot #1 POE Manager ● Modify EBP modules for POE staff ● Launch Provider Training statewide (EBP Modules: includes Quality Standards for Home Visiting) ● Intensive training for Pilot #1 on home-visiting with follow-up from Master Coaches ● Conduct Provider Fidelity Checks and observations in Pilot #1, then #2 and #3. (Develop sustainable mechanisms to ensure fidelity of appropriate practices). 	<p>Evaluation Plan Status:</p> <p>There is progress towards the completion of the evaluation plan activities. Several critical documents are near completion: Master Coach training syllabus and mentoring with national experts, syllabus and supporting documents for the Master Coaches to implement with early intervention providers, detailed plan for onboarding of early intervention providers including sequence of cohorts, and development of mentoring log process and tools.</p> <p>There is no change to the plan to conduct analysis of the effectiveness of the strategy in the pilot sites based on the SIM-R data. The analysis of the Family Self-Perception Survey data occurs after collection of data.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> ● Train Master Coaches on evidence-based coaching practices by national coaching consultants (in process) ● Master Coaches modify and develop training tools for pilot areas (in process) ● Master Coaches developing expertise in utilizing Torsh TALENT ● Master Coaches develop training plan for mentoring (coaching) participants (in final draft stage) ● Master Coaches develop a coaching adherence scale to measure fidelity tool for coaching practices with families (in process) ● Implement mentoring activities with first cohort ● Revise materials as needed based on usage with providers and feedback ● Finalize mentoring log for database system ● Roll-out activities to Pilot Site 2 (Big Sandy)
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Coherent Strategy	Activities	Progress Report Phase III
<p>7. Educate Families by developing materials that explain quality early intervention for families</p> <p>Timeline: 7/2015-6/2018 (intermittent activities and launch)</p> <p>Revised timeline: 7/2015-12/2018</p> <p>Infrastructure target for improvement:</p> <p><u>X</u> Accountability <u>X</u> Quality Standards <u>X</u> Technical Assistance</p>	<ul style="list-style-type: none"> •Research and development of family materials for Early Intervention and Evidence-Based Practices (parent mediated intervention). •Revise print materials for parents aligned with the language of <i>Kentucky Strengthening Families</i>. •Update language on the website (both public and parent) to include guidance for use of Parent Portal in TOTS •Create a Family Guide to Services •Develop a communication plan for families participating in pilot sites (including family expectations) •Launch Communication to families in Pilot #1 and subsequent sites when appropriate 	<p>Completed Tasks: Extensive research of family materials developed by other Part C systems and national parent organizations was completed. Based on the collected materials and input from POE staff, a draft document for service coordinators that provides scripts to use when explaining various activities and processes in the Kentucky early intervention system requires editing.</p> <p>An introductory paragraph describing the reason for surveying parents was developed and two SLA staff will soon be working with the service coordinators in Pilot Site 1 to learn how to introduce the SSIP and importance of their input to improve services.</p> <p>Master Coaches and SLA staff are working on wording for insertion in various documents that describes what early intervention services and delivery using a coaching approach.</p> <p>The alignment of wording with <i>Kentucky Strengthening Families</i> continues with the development work.</p> <p>Changes to original plan: There are no changes planned to the focus of this activity but the timeline requires revision. Due to the smaller staff, including the recent retirement of the parent consultant, completing the revisions are not possible under the original timeline.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Finalize wording for documents • Revise general brochure • Develop family guide to services

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Coherent Strategy	•Activities	Progress Report Phase III
<p>8. Coaching families to recognize and respond appropriately to their child’s specific developmental needs.</p> <p>Timeline: 7/2015-12/2018 (intermittent activities and launch)</p> <p>Infrastructure target for improvement:</p> <p><u>X</u> Accountability <u>X</u> Quality <u>Standards</u> <u>X</u> Technical Assistance</p>	<ul style="list-style-type: none"> •Expand Family Survey to include Section A of the ECO Family Survey Tool (assist with baseline) Statewide •Pilot #1 measure the family’s perception of their ability to help their child develop and grow.(KYSF) •Measure the family’s perception of their ability to help their child develop and grow for pilot areas #2 and 3 	<p>Completed Tasks: Section A of the ECO Family Survey Tool statewide results remained the same as FFY15. This was the third year of the survey. The results vary slightly from the baseline established in FFY14. Variance occurs as each year different parents respond to the survey. None of the variance is statistically significant.</p> <p>The parent survey for measuring the family’s perception of their ability to help their child develop and grow is a subset of seven questions from Section A of the ECO Family Survey Tool. (See attached Self-Perception Survey). Parents will complete the survey before early intervention services begin and periodically after that. Collection of the survey data begins mid-March 2018 with newly enrolled families in Pilot 1.</p> <p>Changes to original plan: No changes at this time.</p> <p>Evaluation Plan Status: Annual Family Survey data collection continues each year. Family Self-Perception Survey data collection began in March 2018.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Initiate data collection • Assess use of tablets for collection; gather input from service coordinators on parent reaction to survey, willingness to do it. • Establish a timeline for automatic dissemination through the Qualtrics application • Revise collection process if needed • Prepare and launch in Pilot Site 2 • Analyze data