



DELAWARE HEALTH AND SOCIAL SERVICES
Division of Public Health
Birth to Three Early Intervention Program

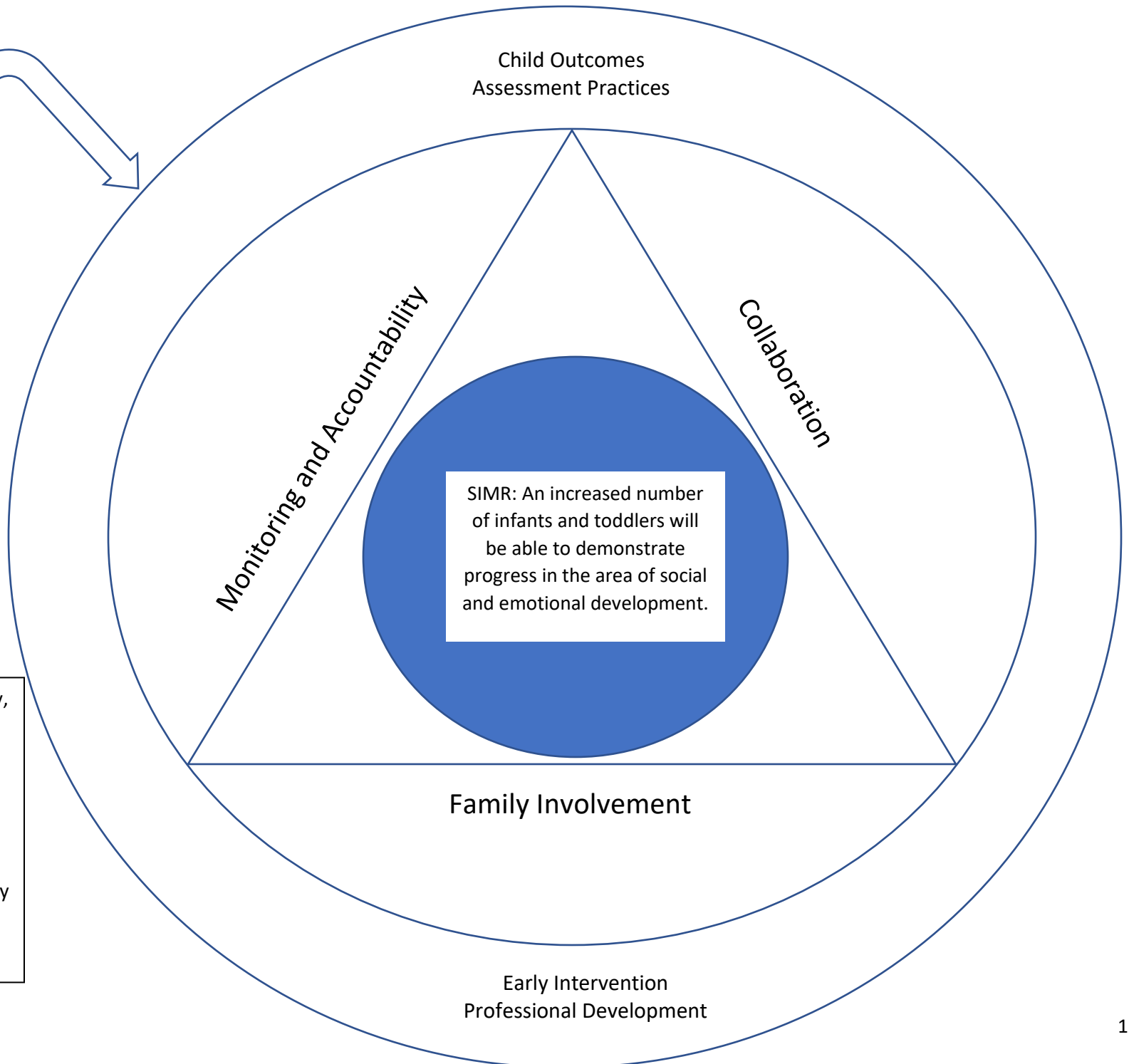


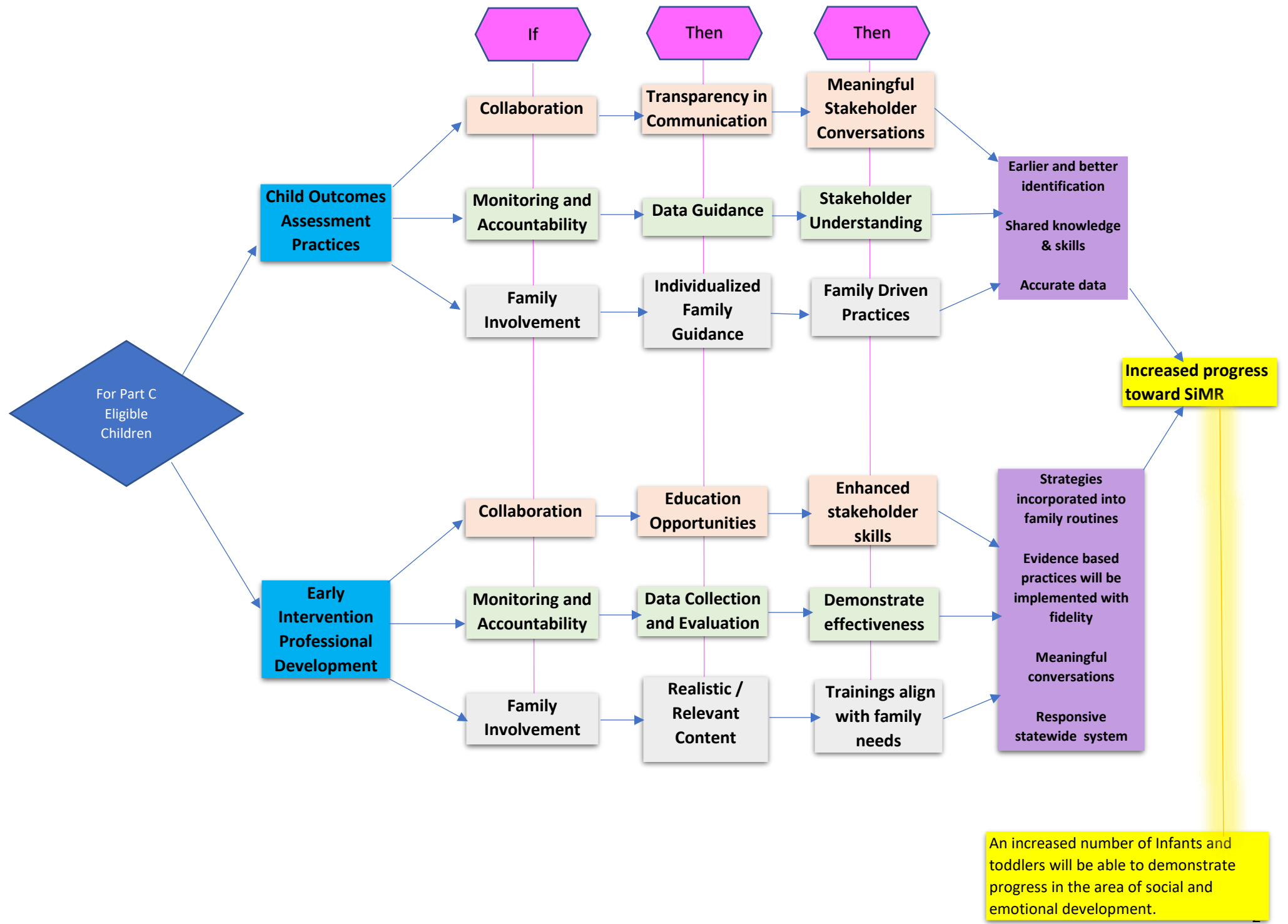
BIRTH TO THREE EARLY INTERVENTION PROGRAM SSIP IMPLEMENTATION AND EVALUATION PLAN

FFY 2022, SUBMITTED 2/1/2023

For Part C
Eligible
Children

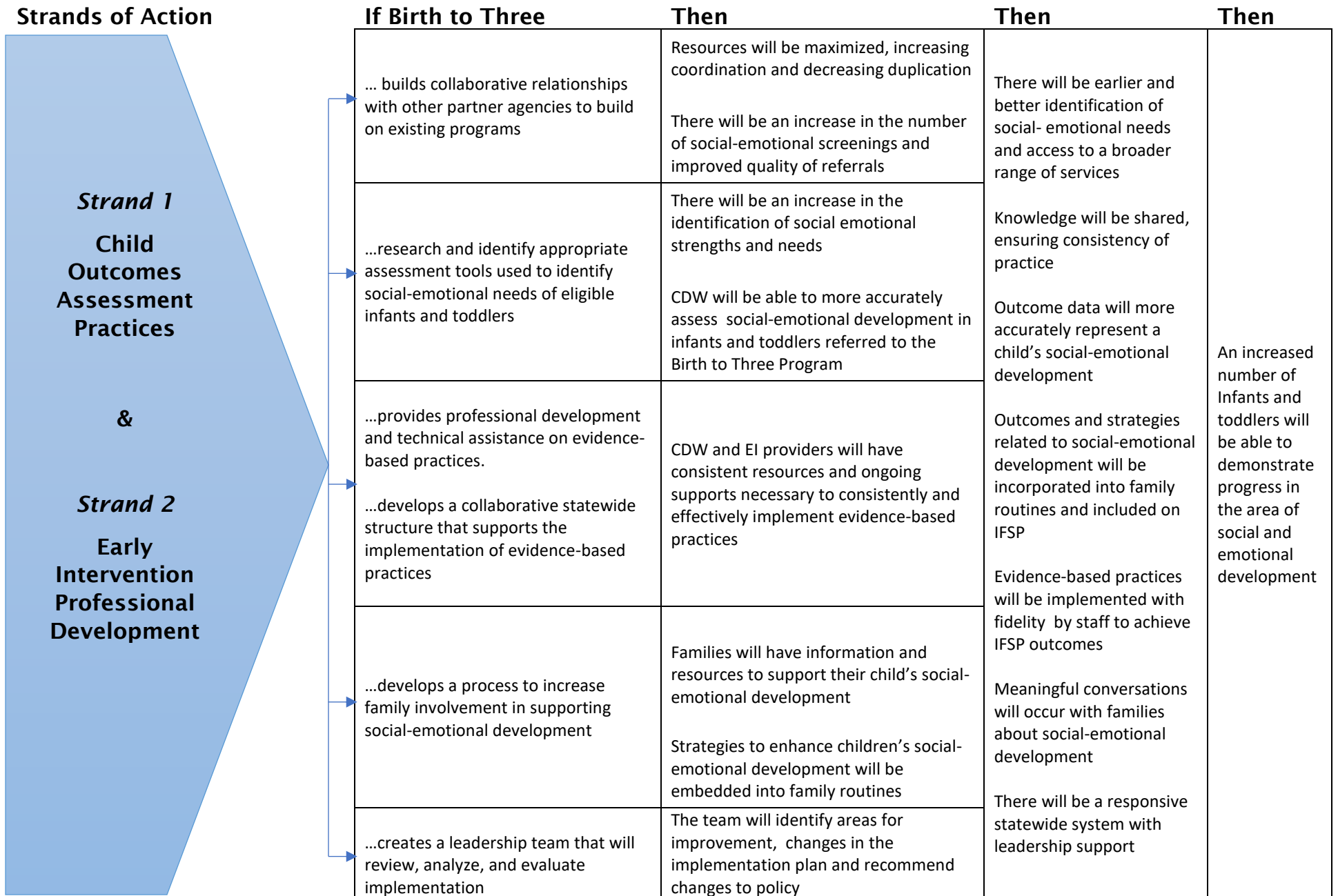
Monitoring and accountability, collaboration and family involvement cross over all areas of assessment practices and professional development. It was decided that they would be imbedded within each of the two primary categories rather than having them stand apart.





An increased number of Infants and toddlers will be able to demonstrate progress in the area of social and emotional development.

Theory of Action (revised Fall 2022)



SSIP Implementation and Evaluation Activities

A. Assessment Practices Implementation Plan

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	Status and Comments
A.1. The Program will collaborate with other partner agencies to implement the SSIP.	A.1.a. The Program facilitates SSIP Workgroup: Assessment Practices (AP). A.1.b. The AP Workgroup meets regularly to plan, develop, and evaluate related activities.	Asst Part C Coordinator & Workgroup members	Ongoing 2021-2025	a. In progress b. In progress
A.2. Families and other stakeholders will have information and resources to learn about supporting young children’s social-emotional (SE) development.	A.2.a. S-E resources for families and other stakeholders will be added to the Birth to Three Website. A.2.b. An infographic on SE development will be developed and shared with FSCs to distribute to families (in English, Spanish, and Haitian Creole)	Asst Part C Coordinator & Workgroup members	a. Ongoing 2021-2025 b. Winter 2023	a. In progress b. In progress
A.3. There will be an increase in the number of screenings, including those for social-emotional development and this will improve the quality of referrals.	A.3.a. The Program participates as a collaborator to carry out the legislation that requires all licensed childcares to conduct an ASQ and ASQ-SE on all children annually. A.3.b. The Program will maintain an annual contract with 211/Help Me Grow to score the state online screening using ASQ and ASQ-SE using the state on-line screening tool. Based on the results, they will help with referrals to the Birth to Three Program. A.3.c. Data Manager extracts a report from the online screening portal to determine how many screenings were done.	Administrator & contractor	August 2019 via annual contract and ongoing	a. In progress b. In progress c. In progress
A.4. AP Workgroup will select a family-assessment tool to measure SE development and learn about families concerns, priorities, and resources.	A.4.a. The AP Workgroup will select family-assessment tool that includes a focus on SE development. A.4.b. Provide training on selected tool. A.4.c. Incorporate BABES training into new FSC orientation modules.	a. AP Workgroup b. Administration via WestEd c. Administration	a. April 2022 b. August and Oct. 2022 c. Spring-Summer 2023	a. Completed b. Completed c. Planned
A.5. CDW MDE/MDA teams more intentionally evaluate and assess SE development.	A.5.a. Plan with CDW MDE/MDA teams strategies to address this objective, using data on eligibility and areas of identified delays. A.5.b. ?	a. Administration & CDW staff	a. Winter 2023	a. Planned
A.6. EIS providers will implement effective SE practices.	A.6.a. Implement the use of the <i>Child Social-Emotional Competencies Checklist</i> among AP Workgroup as a pilot.	a.-b. Part C Coordinator & AP	a.-b. (Spring-Summer 2023 c. Fall 2023	a-d. Planned

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	Status and Comments
	<p>A.6.b. Based on analysis of results of the pilot, determine use of the <i>Child Social-Emotional Competencies Checklist</i> among all providers.</p> <p>A.6.c. Conduct family focus groups Parent Information Center (PIC) to learn more about families concerns about SE development to inform practices.</p> <p>A.6.d. Identify SEL FSC BABES-specific mentors and fold structured small group discussion, role playing, case studies/professional development into existing FSC mentorship program.</p>	<p>Workgroup members c. PIC d. CDW FSCs & Admin. Training Manager</p>	<p>d. Fall 2024</p>	
<p>A.7. The Birth to Three Early Intervention Program (Program) Leadership team guides and implements the goals and objectives of the SSIP.</p>	<p>A.7.a. The Program leadership staff will implement the <i>DEC Recommended Practices Vision and Direction in Leadership Checklist</i>.</p> <p>A.7.b. The Program will use the results of the checklist to guide the identification of areas of strengths and improvements related to assessment practices.</p>	<p>Asst Part C Coordinator and Birth to Three Team</p>	<p>a. Annually, beginning Fall 2022 b. Winter, beginning 2023</p>	<p>a. Completed b. Planned</p>
<p>A.8. The AP Workgroup and Administration engage in a continuous improvement process.</p>	<p>A.8.a. The AP Workgroup will annually identify areas for improvement, changes in the implementation plan, and recommend changes for consideration by Administration.</p>	<p>Part C Coordinator and AP Workgroup members</p>	<p>a. Annually, beginning Fall 2023</p>	<p>a. Planned</p>

Summary of In Progress or Completed Assessment Practices Activities for Spring 2021 through Fall 2022:

In Spring FFY 2021, the Assessment Practices (AP) Workgroup met 1-2 times each month to plan objectives and action steps for the year. The members of the group include representatives from the ICC, early intervention service provider agencies, and Child Development Watch (CDW). The group is facilitated by the Assistant Part C Coordinator and often attended by other Administration staff and WestEd technical assistance consultants.

In FFY 2021, the workgroups brainstormed strategies to improve social-emotional (SE) outcomes for infants, toddlers, and their families. They discussed “functional assessment” and how to define it. They searched for a consistent tool to measure and monitor SE concerns. The workgroups considered developing their own, state-designed tool. Eventually, they examined two possible assessment tools. Ultimately the group chose the Behavioral Assessment of Baby’s Emotional Social Style (BABES) toolkit because it was user friendly, time friendly, it provided SE insight and did not require the assessor to be certified. It is a simple tool to use and interpret, and it allows the IFSP team to obtain information about the child as well as the family.

Evaluation Plan for Assessment Practices:

Evaluation Question	Data collection	Measures	Data sources	Analysis
1. Has the Program increased the number of SE resources that are available to families and other stakeholders on the Birth to Three website?	Annually in early December, review resources on website in Central Directory	a. Baseline list of the number resources related to SE development and increase over time, using annual inventory b. Beginning December 2023 count # of resources on website and # of hits on SE resources.	Website resources	Compare the baseline list with a new revised list of SE resources to determine an increase and usage.
2. Was the BABES training effective in implementing a family-assessment tool that captures SE information, as well as, parents' strengths, concerns, and resources?	The pre- and post-training survey given before & after initial trainings (Aug. & Oct. 2022) on the BABES tool	Beginning in FFY 2022, collect data on the items in the pre- and post- survey delivered in Aug. & Oct. 2022.	Pre-survey & Post-survey of initial BABES training	Compare the results of the pre- and post-surveys to determine and increase in positive responses.
3. Are FSCs implementing the BABES assessment to all newly referred families after January 1, 2023 and at the six month reviews and annual IFSPs?	Beginning April 2023 FSC check-in surveys	Status of implementation from the FSC perspective, including any need for further training, resources, etc.	FSC surveys issued every three months	Discuss and analyze the results in the SSIP workgroups to determine what next steps are necessary.
4. Do the focus groups' results and the family outcomes survey results show an increase in the families who report that participating in Part C early intervention services have helped the family, in relation to SE development: (b) Effectively communicate their children's needs, and (c) Help their children develop and learn?	Beginning in 2023, data from Parent Focus Groups and Annual family survey results for Indicator 4 (b) & (c)	Quantitative and qualitative data from 2 x yr Parent Focus Groups and the Family Outcomes Survey - Percentage of families reporting on Indicator 4 (b) and (c) on the annual family outcomes survey.	Results of Parent Focus Groups Family Outcomes Survey	Increase in the percentage of families who report that that participating in Part C early intervention services have helped the family: (b) Effectively communicate their children's needs, and (c) Help their children develop and learn?

Summary of FFY 2021 Analysis of the Assessment Practices Evaluation Questions (AP-EQ) (evaluation activities that occurred between Spring 2021 through Fall 2022):

AP-EQ #1: Baseline data collected demonstrated that 30 SE resources for families are posted on the website.
AP-EQ #2: The pre- and post-training data indicate that the training was effective.
AP-EQ #3: N/A for this reporting time period.
AP-EQ #4: In FFY 2021, 1110 families were contacted by the University of Delaware’s CRESPP program to participate in the Birth to Three Early Intervention Program Family Outcomes Survey (Family Survey). Of those 1110 families, 346 (31%) submitted responses. This year’s Family Survey did not specifically target the social emotional needs of the family however, our intent for the coming 2022 fiscal year, is to work with the CRESPP program in developing a specific set of additional questions to determine whether the families are able to effectively communicate their children’s social emotional needs and that families can report on how early intervention services have helped their children develop and learn in the social emotional domain. For comparison, FFY 2021 data show that 96.24% of the 346 families said that early intervention services have helped the family effectively communicate their children’s needs (in general) and that 98.84% of families reported that early intervention services have helped the family help their children develop and learn (in general). We have exceeded our targets for both of those measure.

B. Professional Development Implementation Plan

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	Status and Comments
B.1. The Program will collaborate with other partner agencies to implement the SSIP Implementation and Evaluation Plan.	B.1.a. The Program will facilitate regularly scheduled SSIP Professional Development (PD) Workgroup to plan, develop, & evaluate PD-related activities.	Asst Part C Coordinator & Pd Workgroup members	Ongoing 2021-2025	In progress
B.2. The Birth to Three Program implements training on SE development and writing functional outcomes.	B.2.a. The Program will provide training on writing functional outcomes. B.2.b. The Program will provide training on identified SE topics to increase capacity of existing personnel to address SE child and family needs. B. 2. c. The Program Training Coordinator will incorporate functional goals and outcomes training into training for new FSC.	Training Coordinator	a. Winter 2023 b. Fall 2023 c. Fall 2023	a.-c. Planned

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	Status and Comments
B.3. The Birth to Three Program implements training for the COS	B.3.a. The Program will develop a streamlined version of the COS training. B.3.b. The COS training will be made available through the Program’s online training resource.	a. Training Coordinator b. Training Coordinator	a. Fall 2023 b. Fall 2023 & ongoing	a.-b. Planned
B.4. The Birth to Three Early Intervention Program Leadership Team guides and implements the goals and objectives of the SSIP.	B.4.a. The Program leadership staff will use the <i>DEC Recommended Practices Vision and Direction in Leadership Checklist</i> . B.4.b. The Program will use the results of the checklist to guide the identification of areas of strengths and improvements related to professional development.	Asst Part C Coordinator and Birth to Three Team	a.-b. Beginning Fall 2022, annually, 2022-2025	a. Complete for FFY 2022 b. In progress
B.5. The PD Workgroup and Administration engage in a continuous improvement process.	B.5.a. The PD Workgroup will annually identify areas for improvement, changes in the implementation plan, and recommend changes for consideration by Administration. B.5.b. The PD Workgroup will advise and assist Administration on strategies to recruit more qualified personnel with SE expertise.	Part C Coordinator and AP Workgroup members	a. Beginning Fall 2022, annually b. Beginning Fall 2023	a. In progress b. Pending

Summary of In Progress or Completed Professional Development Activities for Spring 2021 through Fall 2022:

In Spring FFY 2021, the Professional Development Workgroup met 1-2 times each month to plan objectives and action steps for the year. The members of the group include representatives from the ICC, early intervention service provider agencies, and Child Development Watch (CDW). The group is facilitated by the Assistant Part C Coordinator and often attended by other Administration staff and WestEd technical assistance consultants.

In FFY 2021, the workgroups brainstormed strategies to improve social-emotional (SE) outcomes for infants, toddlers, and their families. They, along with the AP Workgroup, participated in the exploration and selection of a tool to measure and monitor SE concerns. The workgroups considered developing their own, state-designed tool. Eventually, they examined two possible assessment tools. Ultimately the groups chose the BABES assessment tool because it was user friendly, time friendly, provided SE development information, and did not require the assessor to be certified. It is a simple tool to use and interpret, and it allows the IFSP team to obtain information about the child as well as the family.

Currently, the PD Workgroup is helping to guide the work on additional training related to writing functional outcomes and other SE topics. The PD Workgroup has also contributed ideas for improving the COS training.

Evaluation Plan for Professional Development:

Evaluation Question	Data collection	Measures	Data sources	Analysis
<p>1. Are meaningful conversations occurring with families about SE development?</p>	<p>a. Beginning April 2023 FSC check-in surveys b. Two Parent Focus Groups per year</p>	<p>a. Quantitative and qualitative data from FSC check-in surveys. b. 2 x yr Parent Focus Groups – percentage of families reporting that their FSC discusses SE development with them. c. Family Outcomes Survey - Percentage of families reporting on Indicator 4 (b) and (c) on the annual family outcomes survey.</p>	<p>a. Beginning Spring 2023, FSC check-in surveys b. Beginning Summer 2023, Parent Focus Groups</p>	<p>a. Data from the FSC check-in surveys indicate how much FSCs are having meaningful conversations with families about SE development and what is working or challenging. b. Parent Focus Groups data indicate how meaningful are their FSC’s SE development discussions.</p>
<p>2. Are outcomes and strategies related to SE development being incorporated into functional outcomes in IFSPs?</p>	<p>Sampling of child records that have a SE concerns documented in Section 4.2, which resulted in a SE outcome(s) in Section 6 of IFSP.</p>	<p>a. Beginning Winter 2023, establish a baseline by sampling IFSPs in child records that meet the sampling criteria, not to exceed 10% of the selected records for each CDW and using a checklist for identifying functional SE outcomes. b. Annually in Winter quarter, measure # of IFSPs with functional SE goals.</p>	<p>Sampling of child records in state data system that meet the criteria of having SE goals in IFSPs.</p>	<p>Once baseline is established, annual review of evidence of increase in functional SE goals in the sampling of child records as documented in the six-month and annual IFSP.</p>
<p>3. Do the COS ratings for 3a consistently include objective data, including information from the use of the BABES?</p>	<p>Beginning in 2024, sampling (10%) of child initial and exit COS records where the child was determined to have SE concerns during the multidisciplinary evaluation.</p>	<p>The comments on progress within the Exit COS will be measured. This sampling will take place between August and October.</p>	<p>COS ratings for 3a</p>	<p>Utilizing the skills and resources of our COS Liaisons, we will be able to determine if the level of progress was made due to the utilization of the BABES assessment or if further training is required to provide better feedback.</p>

Summary of FFY 2021 Analysis of the Professional Development Evaluation Questions (PD-EQ) (evaluation activities that occurred between Spring 2021 through Fall 2022):

PD-EQ #1: Baseline data collected demonstrated that 30 SE resources for families are posted on the website.
PD-EQ #2: N/A for this reporting time period.
PD-EQ #3: N/A for this reporting time period.