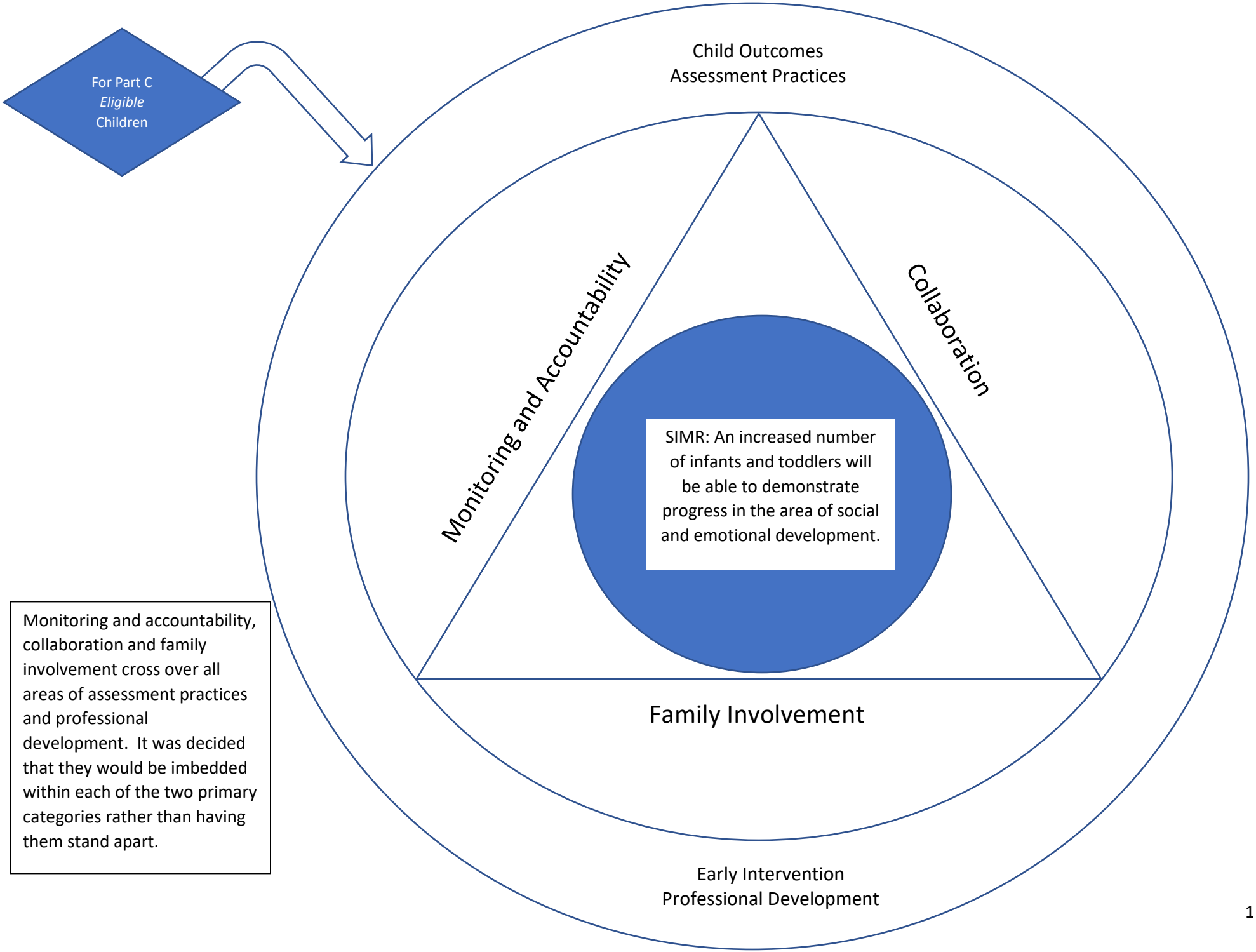
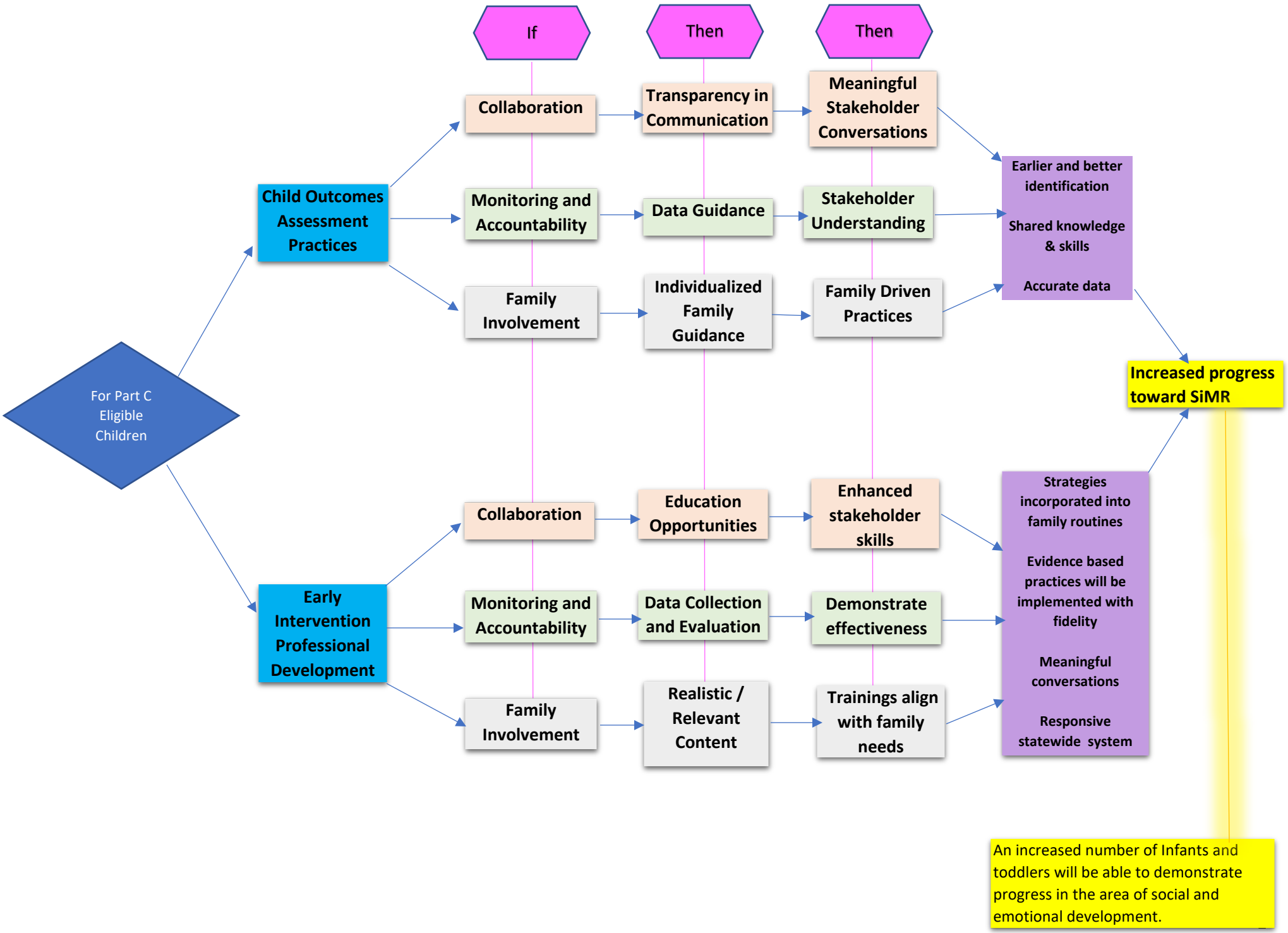
BIRTH TO THREE EARLY INTERVENTION PROGRAM SSIP IMPLEMENTATION AND EVALUATION PLAN

FFY 2024 SUBMITTED 02/2026



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.


If
Then
Then
For Part C Eligible Children
Child Outcomes Assessment Practices
Early Intervention Professional Development
Collaboration
Monitoring and Accountability
Family Involvement
Collaboration
Monitoring and Accountability
Family Involvement
Transparency in Communication
Data Guidance
Individualized Family Guidance
Education Opportunities
Data Collection and Evaluation
Realistic / Relevant Content
Meaningful Stakeholder Conversations
Stakeholder Understanding
Family Driven Practices
Enhanced stakeholder skills
Demonstrate effectiveness
Trainings align with family needs
Earlier and better identification
Shared knowledge & skills
Accurate data
Strategies incorporated into family routines
Evidence based practices will be implemented with fidelity
Meaningful conversations
Responsive statewide system
Increased progress toward SiMR
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)

Strands of Action

Strand 1

Child Outcomes Assessment Practices

&

Strand 2

Early Intervention Professional Development

If Birth to Three	Then	Then	Then
… builds collaborative relationships with other partner agencies to build on existing programs	Resources will be maximized, increasing coordination and decreasing duplication There will be an increase in the number of social-emotional screenings and improved quality of referrals	There will be earlier and better identification of social- emotional needs and access to a broader range of services Knowledge will be shared, ensuring consistency of practice Outcome data will more accurately represent a child's social-emotional development Outcomes and strategies related to social-emotional development will be incorporated into family routines and included on IFSP Evidence-based practices will be implemented with fidelity by staff to achieve IFSP outcomes Meaningful conversations will occur with families about social-emotional development There will be a responsive statewide system with leadership support	An increased number of Infants and toddlers will be able to demonstrate progress in the area of social and emotional development
…research and identify appropriate assessment tools used to identify social-emotional needs of eligible infants and toddlers	There will be an increase in the identification of social emotional strengths and needs Regional Programs will be able to more accurately assess social-emotional development in infants and toddlers referred to the Birth to Three Program		
…provides professional development and technical assistance on evidence-based practices. …develops a collaborative statewide structure that supports the implementation of evidence-based practices	Regional Programs and EI providers will have consistent resources and ongoing supports necessary to consistently and effectively implement evidence-based practices		
…develops a process to increase family involvement in supporting social-emotional development	Families will have information and resources to support their child's social-emotional development Strategies to enhance children's social-emotional development will be embedded into family routines		
…creates a leadership team that will review, analyze, and evaluate implementation	The team will identify areas for improvement, changes in the implementation plan and recommend changes to policy		

SSIP Implementation and Evaluation Activities

A. Assessment Practices Implementation Plan

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 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).	Asst Part C Coordinator	Ongoing 2021-2025	a. Ongoing
	A.1.b. The AP Workgroup meets regularly to plan, develop, and evaluate related activities.	Workgroup members		b. Ongoing
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.	Asst Part C Coordinator & Workgroup members	a. Ongoing 2021-2025 ongoing	a. Ongoing
	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)	Administration	b. Winter 2023	b. Completed
	A.2.c. A video explaining the family directed assessment, specifically the BABES toolkit (a screener) was created and posted on the B23 website.		c. Spring of 2024	c. Completed
	A.2.d. A "resources channel" for Family Service Coordinators was created on TEAMS as a place to house resources related to social emotional learning and development (articles, organizations, videos, events, etc.)		d. Winter 2023	d. Completed
	A.2.e. B23's trainer-educator designed and offered Trainings for FSCs and EI providers, entitled WoW sessions (Webinars on Wednesdays) that address various SE-related topics, from tips on BABES administration to addressing specific SE concerns a provider might encounter when working with infants, toddlers, and their families. These will continue to be offered.		e. Summer of 2023 and	e. Completed
	A.2.f. BABES fully implemented!		f. October, 2024	f. Completed

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 Status and Comments
	A.2.g. The resource channel is updated as needed		g. FFY 2024-2025	g. Ongoing
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.	DE Department of Education & contractor (211/ Help Me Grow) & data manager	a. August 2019 and Ongoing	a. Ongoing
	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.		b. August 2019 via annual contract and ongoing	b. Ongoing
	A.3.c. Data Manager extracts a report from the online screening portal to determine how many screenings were done.		c. FFY 2023	c. Completed in FFY 2023.
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. AP Workgroup	a. April 2022	a. Completed in FFY 2021
	A.4.b. Provide training on selected tool.	b. Administration	b. August and Oct. 2022	b. Completed in FFY 2022, 2023, and 2024
	A.4.c. Incorporate BABES training into new FSC orientation modules.	c. Administration	c. Spring-Summer 2023	c. Completed in FFY 2022, continued into 2023: part of the new FSC training (Completed)

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 Status and Comments
A.5. Regional Program MDE/MDA teams more intentionally evaluate and assess SE development.	A.5.a. Plan with Regional Programs MDE/MDA teams strategies to address this objective, using data on eligibility and areas of identified delays.	a. Administration & Regional Program staff	a. Spring, 2024	a. Completed
	A.5.b. Regional Programs evaluate families' social emotional challenges and concerns through use of the BABES toolkit screener at initial assessment and subsequent IFSP updates.	b. FSCs	b. Started Spring, 2023, ongoing	b. Completed and Ongoing
A.6. EIS providers will implement effective SE practices.	A.6.a. Implement the use of the *Child Social-Emotional Competencies Checklist* among AP Workgroup as a pilot.	a. Part C Coordinator & AP Workgroup members	a. Spring-Summer 2023	a. Completed in FFY 2022
	A.6.b. Based on analysis of results of the pilot, determine use of the *Child Social-Emotional Competencies Checklist* among all providers.	b. Part C Coordinator & AP Workgroup members	b. Spring-Summer 2023	b. Completed in FFY 2022
	A.6.c. Conduct family focus groups Parent Information Center (PIC) (and UD more widely) to learn more about families concerns about SE development to inform practices.	c. PIC	c. Fall 2023	c. Completed FFY 2023 and ongoing
	A.6.d. Identify SEL FSC BABES-specific mentors (supervisors) and fold structured small group discussion, role playing, case studies/professional development into existing FSC mentorship program.	d. Regional Program FSCs & Admin. Training Manager	d. Fall 2024	d. Completed in FFY 2023
A.7. The Birth to Three Early Intervention Program (Program) Leadership team guides and implements the goals and objectives of the SSIP.	A.7.a. The Program leadership staff will implement the *DEC Recommended Practices Vision and Direction in Leadership Checklist.*	a. Asst Part C Coordinator and Birth to Three Team	a. Annually, beginning Fall 2022	a. Completed in FFY 2022, and ongoing for FFY 2023
	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.	b. Asst Part C Coordinator and	b. Winter, beginning 2023	b. Completed in FFY 2022

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 Status and Comments
		Birth to Three Team		
	A.7.c. The Program leadership and workgroups designed a BABES periodic check-in survey to monitor implementation of the BABES screener, provide support, design professional development, etc.	c. Program Administration and SSIP workgroups	c. Spring / Summer 2023	c. Completed in FFY 2023
A.8. The AP Workgroup and Administration engage in a continuous improvement process.	A.8.a. The AP Workgroup will annually identify areas for improvement, changes in the implementation plan, and recommend changes for consideration by Administration.	AP Workgroup members	a. Annually, beginning Fall 2023	a. Completed and ongoing
	A.8.b. The SSIP workgroups will review and update this plan biannually	AP Workgroup members	b. As of Fall, 2024, the workgroups will review and update this plan biannually	b. Ongoing

Summary of Ongoing or Completed Assessment Practices Activities beginning Spring 2021

In Spring FFY 2021, the Assessment Practices (AP) Workgroup met monthly to plan objectives and action steps for the year. The members of the group include representatives from the ICC, early intervention service (EIS) provider agencies, and Birth to Three – Regional Programs (Regional Programs). The group is facilitated by the Assistant Part C Coordinator and often attended by other Administration staff and WestEd technical assistance consultants. 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.

In FFY 2022, the workgroup monitored the implementation of the new Family Directed Assessment tool, the BABES. The workgroup also designed periodic check-in surveys to monitor implementation from the perspective of the program's Family Service Coordinators (FSCs). These surveys are sent to FSCs on a quarterly basis and analyzed by the workgroup. Results were positive, indicating FSCs' confidence in administering the tool is increasing over time, as well as FSCs' abilities to use the tool to develop functional goals, talk with families about social-emotional concerns, and refer families to

community resources. The workgroup also worked with PIC and UD to create and complete parent interviews focused solely on social-emotional concerns to establish a baseline of families' knowledge of social-emotional learning.

In FFY 2023, the workgroups continued to monitor the implementation of the BABES screener and found that there has been an increase in the number of BABES screenings. B23 is developing a process in which the administration of BABES tool is being recorded within the data system with accuracy and completeness. This process will assist in data collection for further monitoring of progress. They created a list of targeted questions for FSCs' supervisors, based upon the feedback and analysis of each quarterly check-in survey. Supervisors provided insight on what supports FSCs might need, additional resources parents were requesting, as well as what was going well. This feedback informed professional development and the Program's search for community resources that might aid infants and toddlers with social-emotional challenges. A list of community resources, including organizations, community events, videos, and articles, is continuously updated to the Program's TEAMS channel for FSCs to access and share with families. The resource list on the B23 website is also updated annually, at a minimum.

B23 Administration worked with the SSIP workgroups to create a video explaining what a Family Directed Assessment is, why it is helpful and important, and that Delaware uses the BABES as their screener. This video is on the B23 website as a resource for families and has also been shared with regional program staff and Delaware's EI providers. In collaboration with PIC, another video, for training purposes, was created using the transcript from a parent interview about social-emotional learning and concerns. Additional collaboration with PIC resulted in PIC addressing social-emotional challenges in their "Tuesday Topics" presentations for families, as well as a video on tips for potty training. B23's trainer educator created a series of webinars (Webinars on Wednesdays aka the WoW Series). Topics covered in these webinars included cultural awareness, homelessness, the Family Directed Assessment, as well as strategies and supports for families when dealing with social emotional challenges (based upon the resources within the BABES toolkit).

The Birth to Three Administration offered the "Infant and Early Childhood Mental Health" training, provided by the Sprout Center for Emotional Growth and Development. Over eighty (80) staff members completed this course, as well as its follow-up Q&A session. Staff found this training to be extremely helpful and informative personally and professionally. It provided information about mental health challenges in early childhood, brain development, overall infant and child development, and mental health resources. The content gave staff tools to communicate with families about social-emotional development.

In FFY 2024 the Assessment Practices (AP) Workgroup met 2 times each month to plan objectives and action steps for the year. They assisted B23's Trainer Educator in developing training for service coordinators and began discussions to develop trainings and materials for Providers regarding the BABES tool. BABES administration training is part of the Onboarding training; and a refresher on the use of the BABES is provided at least once a year (for FFY 2024 it was offered in 09.2023 and 02.2024). Also, the BABES is included in any training related to IFSP outcomes.

In July 2023, legislation went into effect stating that all childcare centers in the state of Delaware were required to be licensed. Hand in hand with this, legislation also stated that all licensed childcare providers were to conduct annual developmental screenings on all children in their programs. Due to this legislative change, the Developmental Screening initiative anticipated an overall 300% increase in the number of screenings that would come through the ASQ portal. The data, however, show that by July 1, 2024, B23 to saw only a 5% increase in the number of screenings due to the confines of our population age. This was not a significant enough increase to continue utilizing the process as a way of collecting potential SE referrals, however we expect to see a notable referral increase in FFY 2025.

MDE/MDA Teams met with B23's TAs to train and collaborate with the Assessors on the MDE/MDA process (launching point), B23's trainer-educator's WoW training series (again check first) --- In FFY 2024 Regional Programs Continued evaluating families' social and emotional challenges and concerns through use of the BABES toolkit

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.	Website resources Workgroup to review, evaluate and update as needed.	Compare the baseline list with a new revised list of SE resources to determine an increase and usage. a. Completed in FFY 2022 (50 resources)
		b. Beginning December 2023 count # of resources on the website and # of hits on SE resources.		b. Completed in FFY 2023 (73 resources with a total of 1700 views.)
		c. Adding resources to the website continues (ongoing)		c. Ongoing (in FY 2024 website maintenance started to enhance ease of website navigation for resources)
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. Completed in FFY 2022
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 As of FFY 2024 surveys are issued every six months	F Ongoing (FFY 2024 all newly eligible families are offered the BABES and participation is voluntary).

Evaluation Question	Data collection	Measures	Data sources	Analysis
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	Ongoing: Baseline data was collected in FFY 2022. There was an increase in positive survey responses for FFY 2023 There was an increase in positive survey responses for FFY 2024 (no focus groups held)

Summary of Analysis of the Assessment Practices Evaluation Questions (AP-EQ) (evaluation activities that occurred beginning Spring 2021

AP-EQ #1: Baseline data collected demonstrated that 30 SE resources for families are posted on the website in 2021.

AP-EQ #2: Completed in FFY 2022. The pre- and post-training data indicate that the training was effective.

AP-EQ #3: Ongoing check-in surveys of FSCs, as well as follow-up surveys of FSC supervisors, indicate training continues to be effective.

AP-EQ #4: In FFY 2021, 1110 families were contacted by the University of Delaware's CRESP 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 2022 fiscal year, is to work with the CRESP 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.
In FFY 2022, UD's CRESP program did incorporate questions specific to social emotional learning into the Family Outcomes Survey, as well as an additional interview protocol (follow up) with families that indicated they were willing to discuss social emotional concerns in greater detail.

FFY 2023 Survey results indicated that most families agreed or strongly agreed with social and emotional development survey items. The proportion of positive perceptions (i.e., families who agreed or strongly agreed) was very high, ranging from 93.4% to 97.9%. The proportion of positive perceptions has increased since last year (i.e., B23's inaugural year for their social and emotional development initiative), with last year's results ranging from 82.0% (for item 'social-emotional development, and its importance was explained to me') to 95.3% (for item 'I understand what social-emotional development means').

FFY 2024 Survey results indicated that the range was 94.2% to 97.9. The importance piece increased to 94.1% and the understanding what SE Dev means increased to 97.9%. Some responses highlighted positive outcomes from specific programs or interventions, showing improved social-emotional development due to targeted support. Families reported better management of social-emotional issues.

B. Professional Development Implementation Plan

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 Status and Comments
B.1. The Program will collaborate with other partner agencies to implement the SSIP Implementation and Evaluation Plan.	B.2.a. The Program will facilitate regularly scheduled SSIP Professional Development (PD) Workgroup meetings to plan, develop, & evaluate PD-related activities.	Asst Part C Coordinator & Pd Workgroup members	Ongoing 2021-2025	Ongoing
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.	Training Coordinator	a. Winter 2023	a. Completed in FFY 2022
	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. Fall 2023, Fall 2024	b. Completed in FFY 2023.
	B. 2.c. The Program Training Coordinator will incorporate functional goals and outcomes training into training for new FSC.		c. Fall 2023	c. Completed as of FFY 2023
	B.2.d. The program trainers will continue to provide SE training as determined by the SSIP Workgroup		d. FFY 2024	d. Ongoing
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.	a. Training Coordinator	a. Fall 2023	a. Completed
	B.3.b. The COS training will be made available through the Program's online training resource.	b. Training Coordinator	b. Fall 2023 & ongoing	b. Completed
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 *DEC Recommended Practices Vision and Direction in Leadership Checklist.*	Asst Part C Coordinator and Birth to Three Team	a. Beginning Fall 2022, annually, 2022-2025	a. Completed in FFY 2022, FFY 2023 and FFY 2024

Short term or intermediate Objectives	Steps	Person(s) Responsible	Timelines	FFY 2024 Status and Comments
	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	b. Beginning Fall 2022, annually, 2022-2025	b. Completed in FFY 2022, 2023, and 2024
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, and changes in the implementation plan, and recommend changes for consideration by the Administration.	Part C Coordinator and PD Workgroup members	a. Beginning Fall 2022, annually	a. Completed for FFY 2022 and FFY 2023, FFY 2024
	B.5.b. The PD Workgroup will advise and assist the Administration on strategies to recruit more qualified personnel with SE expertise.		b. Beginning Fall 2023	b. Ongoing

Summary of Ongoing or Completed Professional Development Activities beginning Spring 2021

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 Birth to Three –Regional Programs (Regional Programs). 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. In 2021 the PD Workgroup is helped 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.

In FFY 2022 the workgroups used the information gleaned from the BABES periodic check-in surveys and the follow-up exercises with FSC supervisors to determine what resources were still lacking. Our periodic check-in surveys have shown progress and positive results in terms of the implementation of the BABES tool. It has been useful in identifying areas that need support and celebrating outcomes that are helping our infants, toddlers and their

families. FSCs report feeling supported by their supervisors in their efforts to address social emotional concerns with families, and supervisors feel prepared to provide that support. When training needs emerged, this information was used to inform B23 Administration's ongoing training efforts with FSCs (the WoW training series). In FFY 2023 the workgroups continued their use of the periodic check-in surveys to monitor FSCs' perspective on the status of the BABES implementation. The workgroup continued to use the information collected in the surveys to create targeted, open-ended surveys for FSCs' supervisors, and used analysis of that information to continue to seek out and collect resources that might be useful to FSCs and families in the program. In addition, the following WoW trainings, related to SE learning, were developed, and delivered beginning in the Fall of 2023 forward. The workgroups began planning "expert panel" discussion trainings, geared toward FSCs, to address the most commonly identified concerns families mention: feeding, Sleeping, and behavior. This is scheduled to begin in December 2024.

In FFY 2024 the following activities occurred: COS training was developed and delivered to FSCs and providers (May and June, 2024). The PD work group continued to review and assess the quality and impact of website resources related to social emotional development. As new resources are identified they are added to the website. The WoW professional development series was offered every month covering topics related to Part C, Child Development, Professional Development, Best Practices, Home Visiting and more. After each webinar staff were provided access to presentation slides, a handout and additional resources.

Regarding professional development as a continuous improvement process, in FFY 2024 (Fall) the SSIP PD Workgroup In the fall of 2024 compiled a list of colleges and universities for outreach to attract students to careers in Early Intervention, (including Delaware State University, Wilmington University, Del Tech, St. Joe's, West Chester University, Temple, Jefferson, Towson, Drexel, Widener, and the University of Delaware). The workgroups plan to reach out to SLP, PT. and OT programs in FFY 2025 to engage future providers in considering work in Early Intervention as a way to address the current provider shortage.

Evaluation Plan for Professional Development:

Evaluation Question	Data collection	Measures	Data sources	Analysis
1. Are meaningful conversations occurring with families about SE development?	a. Beginning April 2023 FSC check-in surveys	a. Quantitative and qualitative data from FSC check-in surveys.	a. Beginning Spring 2023, FSC check-in surveys	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. See below in narrative.
	b. Two Parent Focus Groups per year (The program attempted to complete this, but parents were not interested in providing the necessary SE feedback in a focus group setting. Thus, a decision was made to switch to collecting feedback from families via survey.	b. 2 x/yr Parent Focus Groups – percentage of families reporting that their FSC discusses SE development with them.	b. Beginning Summer 2023, Parent Focus Groups	b. Completed
	c. family outcome survey	c. Family Outcomes Survey - Percentage of families reporting on Indicator 4 (b) and (c) on the annual family outcomes survey.	c. Beginning in 2023, Family Outcomes Survey collects feedback on social emotional awareness, concerns, and level of support received from the Program.	c. Ongoing

Evaluation Question	Data collection	Measures	Data sources	Analysis
2. Are outcomes and strategies related to SE development being incorporated into functional outcomes in IFSPs?	Sampling of child records that have a SE concerns documented, which resulted in a SE outcome(s) in IFSP.	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 Regional Program and using a checklist for identifying functional SE outcomes.	Sampling of child records in state data system that meet the criteria of having SE goals in IFSPs.	a. A baseline was established by reviewing outcomes and routines for 20% of the children with active IFSPs in FFY 2023. It was determined that New Castle County had 63% of their goals associated with SE outcomes and Kent/Sussex County had 81% of their goals associated with SE outcomes.
		b. Annually in Winter quarter, measure # of IFSPs with functional SE goals. - Establish Baseline- Pull data for January 1, 2024 – February 2024 (Total number of children referred after 5/1/2023 with IFSPs with SE Outcomes/Strategies)		In FFY 2024 NCC had 91% of their outcomes related to SE development and KS had 90% of their goals related to SE development.
3. Do the COS ratings for 3a consistently include objective data, including information from the use of the BABES?	Beginning in FFY 2024, sampling (10%) of child initial and exit COS records where the child was determined to have SE concerns during the multidisciplinary evaluation.	The comments on progress within the Exit COS will be measured. This sampling will take place between August and October. - Children referred after 5/1/2023 (with IFSPs who had an Initial and Exit COS *with BABES - Closed between August – October 2024.	COS ratings for 3a	This is on hold due to data issues: 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.

Summary of Analysis of the Professional Development Evaluation Questions (PD-EQ) beginning FFY 2021

PD-EQ #1:. Parent Focus Groups data indicate how meaningful are their FSC's SE development discussions. Attempts to hold family focus groups began in Fall of 2023 with low participation from families. UD conducted individual family interviews with much greater levels of participation. As a result, the program plans to conduct these interviews (by UD) annually rather than twice/year, as the individual interviews are more time intensive.

PD-EQ #2: A baseline was established by reviewing outcomes and routines for 20% of the children with active IFSPs during January and February 2022 (FFY 2023). It was determined that New Castle County had 63% of their goals associated with SE outcomes and Kent/Sussex County had 81% of their goals associated with SE outcomes. In January and February 2023 (FFY 2023) it was determined that for New Castle County 121 out of 134 (90%) children had social-emotional goals and for Kent/Sussex Counties 102 out of 106 (96%) had social-emotional goals on their IFSPs. For FFY 2024, a monitoring showed that New Castle County had 91% of their goals associated with SE outcomes and Kent/Sussex County had 90% of their goals associated with SE outcomes.

PD-EQ #3: B23 is developing a process to compare COS data. Plans for comparing COS data are on hold for FFY 2024 due to limitations in accessing data.