

# Oregon

GRADS<sub>360</sub>

State Systemic Improvement Plan (SSIP)

Part C

2016



## **Oregon Early Intervention/Early Childhood Special Education (EI/ECSE) State Systemic Improvement Plan**

The Oregon EI/ECSE program is a single system of EI and ECSE services for children birth to kindergarten. While eligibility differences exist between EI and ECSE, the program is seamless in delivery of services in an effort to minimize transitions for families. Most children who receive EI services continue to receive ECSE services at age three. An Individualized Family Service Plan (IFSP) that meets both Part B IEP requirements and Part C IFSP requirements documents services to children eligible for EI and ECSE services. ODE works collaboratively with nine contractors (Education Service Districts, School Districts) and 36 Early Intervention and Early Childhood Special Education (EI/ECSE) county programs. All services to children and families are provided directly by EI/ECSE contractors or their subcontractors. The majority of subcontractors are ESDs or school districts. A major strength of Oregon's EI/ECSE system is that it lies within the larger birth through 21 special education system and is embedded in general education programs to a high degree (e.g., Head Start).

Because of its seamless system of services, Oregon developed one State-Identified Measureable Result for improving outcomes for children birth to kindergarten. ODE selected the SIMR after a rigorous examination of statewide data and stakeholder objectives, including the ODE Strategic Plan and state early childhood initiatives. The SIMR is related to three goals/objectives in ODE's Strategic Plan: 1) every student enters kindergarten ready to learn, 2) all students read by third grade; and 3) special education services close achievement gaps. Connecting to the ODE Strategic Plan provides a foundation to support the school age Part B SIMR (B17) of increasing the percentage of third grade students with disabilities reading at grade level.

Oregon uses the Assessment, Evaluation, and Programming System (AEPS) for reporting EI and ECSE child outcomes to the federal Office of Special Education Programs. The area of "acquisition and use of knowledge and skills" as summarized on the AEPS includes a sub-set of skills referred to as "approaches to learning." These skills include object permanence, causality, problem solving, sequencing and recalling events. Research indicates that development of social-emotional and approaches to learning skills in early childhood education is associated with improved kindergarten readiness and academic performance in third grade (McClelland, Acock, & Morrison, 2006). A meta-analysis of literature also illustrates as intensity of the instruction of social-emotional and approaches to learning skills increases, negative behavior declines and positive behavior increases (Schindler, Kholoptseva, Oh, Yoshikawa, Duncan, Magnuson, & Shonkoff, 2015).

Oregon's SIMR is comprised of components from Indicator C3 (EI Child Outcomes) and B7 (ECSE Child Outcomes), *to increase the percentage of infants, toddlers and preschoolers with disabilities demonstrating growth in social emotional and approaches to learning skills*. The SIMR is aligned with the following components of Indicator C3 and B7:

- Percent of infants and toddlers with IFSPs who demonstrate improved:
  - Positive social emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication).

Summary Statement 1: Of those children who entered or exited the program below age expectations in Outcome A and B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

- Percent of preschool children aged 3 through 5 with IFSPs with IFSPs who demonstrate improved:
  - Positive social emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication).

Summary Statement 1: Of those preschool children who entered or exited the program below age expectations in Outcome A and B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

## Coherent Improvement Strategies

Oregon identified the following Coherent Improvement Strategies in Phase I: 1) Early Childhood Positive Behavior Supports and Intervention; 2) Collaborative Problem Solving; 3) Second Steps. In Phase II of the SSIP, ODE determined that the components described in Phase I as Coherent Improvement Strategies are its selected evidence-based practices. Oregon's Phase II Coherent Improvement Strategies were clarified to the following: 1) Provide effective services to address social-emotional and approaches to learning skills (Phase I identified Coherent Improvement Strategies are incorporated here); 2) Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities; 3) Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.

## Data

As mentioned above, Oregon developed one State-Identified Measureable Result for improving outcomes for children birth to kindergarten. Data and targets for Oregon's Birth to age Five SIMR are separated into Part C and Part B 619 results and included below. The baseline year was FFY 2013. As documented in the Data Analysis Narrative in Phase I, Oregon is changing the child outcome data collection and analysis system in order to provide better data quality. The FFY 2015 SSIP will contain a new baseline.

### Part C Outcome Data

FFY	2013	2014
Outcome A Data	81.40%	81.54%
Outcome B Data	61.24%	61.33%

### *FFY 2013 – FFY 2018 Targets for Part C*

FFY	2014	2015	2016	2017	2018
Outcome A Target	82.70%	82.70%	82.70%	82.70%	83.70%
Outcome B Target	61.20%	61.20%	61.20%	61.20%	62.20%

### Part B 619 Outcome Data

FFY	2013	2014
Outcome A Data	75.06%	73.96%
Outcome B Data	55.55%	53.40%

### *FFY 2013 – FFY 2018 Targets*

FFY	2014	2015	2016	2017	2018
Outcome A Target	75.10%	75.10%	75.10%	75.10%	76.10%
Outcome B Target	55.60%	55.60%	55.60%	55.60%	56.60%

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## Indicator 11: EI/ECSE State Systemic Improvement Plan: Oregon

### Phase II Component #1: Infrastructure Development

**1a. Specify improvements that will be made to the State infrastructure to better support EI/ECSE programs to implement and scale up Evidence Based Practices to improve results for infants, toddlers and preschoolers with disabilities and their families.**

**What are the specific improvement activities that the State will use to improve the State infrastructure and how will those activities improve the State's ability to support EI/ECSE programs? As informed by the analysis in Phase I, how will the changes in State infrastructure support EI/ECSE programs in implementing the coherent improvement strategies and activities in a sustainable manner?**

The Oregon EI/ECSE program is making specific State infrastructure improvements to better support its EI/ECSE programs and providers to implement and scale up Evidence Based Practices targeting social-emotional and approaches to learning skills to improve results for infants, toddlers and preschoolers with disabilities and their families. The following specific infrastructure improvements include:

- 1) Repurposing two ODE Education Specialist positions to support specific improvement activities and lead Oregon's Part C and Part B State Systemic Improvement Plan (SSIP) development. One position was elevated to Lead Education Specialist for SSIP work; the other position was revised to include specific assignments to support the EI/ECSE (Part C) SSIP.
  - o The SSIP Lead supports the SSIP process by:
    - Coordinating and facilitating the State's effort to develop, implement, and submit the federally required SSIP in a timely manner;
    - Organizing the teams that serve as the primary writers and implementers of the Plans;
    - Assigning activities and tasks to EI/ECSE SSIP team, and Coherent Strategies/SSIP team members;
    - Directing team members on prioritizing work and establishing timelines;
    - Monitoring overall SSIP work plan to ensure assignment completion and timely submission of the Plans to the federal Office of Special Education Programs.
  - o The EI/ECSE Education Specialist supports the Part C SSIP by:
    - Monitoring the progress of programs as they implement and scale up Evidence Based Practices targeting social-emotional and approaches to learning skills to improve results for infants, toddlers and preschoolers with disabilities and their families.

*How does this infrastructure change support EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner?* These infrastructure changes support EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner by providing dedicated and committed staff support to the successful implementation of Oregon's SSIP. By increasing staff capacity, ODE is able to provide dedicated FTE support to SSIP efforts. Programs will receive exemplary customer service when they contact ODE with concerns as they move forward with this work.

Specifically, the SSIP Lead's activities allow for staff to increase their collective response to developing the plan. This position facilitates and manages the SSIP process, communicating with OSEP TA partners to address team questions and support development of the Improvement

Plan and its evaluation components. The Lead facilitates the regular and on-going team meetings, including work with logic models and action templates, in the careful and intentional development of Oregon's Plan.

The EI/ECSE Education Specialist will manage the Part C SSIP and assist in developing systems to support the selected implementation sites. This position will assist in developing the implementation site selection process, lead the EC Summer Institute planning committee, assist in developing tools to evaluate training and coaching plans, facilitate stakeholder meetings and assist in developing process evaluation tools.

- 2) Repurposing discretionary funds to provide training and support to selected EI/ECSE programs for implementing the effective best practices selected for improving social-emotional and approaches to learning outcomes for young children with disabilities. Supports include:
  - o An intensive, week-long summer institute for EI/ECSE program staff teaching specific practices for increasing social-emotional and approaches to learning skills to children with disabilities. In summer 2015, a course in *Think: Kids- Collaborative Problem Solving* was provided to teams from three selected programs. The course was taught by the NW Coordinator/Trainer from *Think: Kids* and two Collaborative Problem Solving (CPS) Tier 1 trainers. Each of the three teams developed CPS implementation action plans to be implemented in 2015-16. The same course will be provided in summer 2016 to include additional staff from implementation sites and to add additional sites. A similar course in Early Childhood Positive Behavior and Instructional Supports that emphasizes social-emotional and approaches to learning skills (EC PBIS+) will be offered in summer 2017.
  - o On-going coaching from experts and funding for on-site coaches to implement to fidelity the selected practices. In 2015, each of the three teams received coaching in CPS from Tier 1 trainers and received funding to support implementation of CPS in specific program sites. Oregon's plan is to use this same format to implement additional strategies (e.g., EC PBIS) using the same coaching model. Information from 2015 will be used to inform subsequent plans for 2016.
  - o Advanced training to develop higher level skills. Level 2 CPS training is planned in May 2016 for teachers who participated in the first one-week summer training. These teachers will be able to build on the skills learned in summer 2015, as well as serve as potential future mentors to colleagues new to CPS.

*How does this infrastructure change support EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner?* ODE's significant infrastructure change of repurposing discretionary funds will directly support EI/ECSE programs and providers in implementing effective best practices and activities in a sustainable manner. By repurposing discretionary funds to provide training and support to selected EI/ECSE programs the State increases local capacity and sustainability. On-going coaching creates a support system that reaches into the future. And finally, by leveling up with additional, more advanced training, ODE creates a community of learners and builds on the existing skill base.

- 3) Revising and aligning Oregon's Early Learning Framework with the Common Core Standards for Kindergarten: ODE is revising and aligning its early learning standards with the Common Core Standards for Kindergarten. In the winter of 2015, ODE recruited stakeholders across the State to participate in the alignment of Oregon's Early Learning Framework with the Common Core Standards for Kindergarten. The Standards Alignment workgroup, comprised of EI/ECSE administrators, ODE EI/ECSE Specialists, Council on Developmental Disabilities, School Programs, ESD, special educators, Head Start, preschool/childcare/and kindergarten teachers, began meeting in March 2015. Very early on, the group advocated that, in addition to language, literacy, and mathematics, the alignment needed to include the creation of kindergarten standards for social emotional development and approaches to learning. The workgroup also set a high value on assuring that the standards are relevant for children with special needs. The alignment is slated to be completed and released in

summer of 2016. A resource list of accommodations, as well as training videos and power points including information for working with children with special needs, will be available for teachers, administrators, and parents.

*How this infrastructure change supports EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner:* Aligned early learning and kindergarten standards promote a foundational understanding for parents, care providers, teachers, and EI/ECSE providers on what children may know and be able to do across multiple domains. Common expectations and common language support adult planning, collaboration, and implementation of quality, individualized instruction and developmental supports for children..

- 4) Revising and implementing EI/ECSE Workforce Standards: Oregon reviewed and revised established EI/ECSE Competencies that were completed in September 2015. The EI/ECSE Competencies are personnel standards used to guide preservice training and professional development plans. EI/ECSE Specialist and Supervisors applying for ODE Authorization must also demonstrate mastery in each of the competencies. The revisions were guided by the ODE, technical assistant providers from the Early Childhood Personnel Center (ECPC) through the University of Oregon, and EI/ECSE Contractors from across the state. Oregon also collaborated with Home Visiting and Oregon's Child Care and Education Profession, both of who were in the process of revising their competencies. The Oregon Core Competencies for Home Visiting and the Core Body of Knowledge for Child Care assisted to inform the EI/ECSE competency revisions and ensure consistency across related areas. The EI/ECSE revisions include new competencies addressing social emotional and approaches to learning skills. The final competencies were sent to early childhood stakeholders and posted on the ODE website in October 2015. Future plans include reviewing the EI/ECSE competencies every five years to ensure they are current and align with national EI/ECSE personnel standards. The ODE website will also include an updated Authorization applications and documentation to address the revised EI/ECSE competencies.

*How this infrastructure change supports EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner:* Supervisors will include the new social-emotional and approaches to learning competencies in yearly professional development planning with EI/ECSE specialists, supervisors, and assistants. The new competencies, along with the revisions, will be reviewed with Oregon's Higher Education stakeholders with the expectation that social-emotional and approaches to learning competencies will be added to preservice training.

- 5) Revising Oregon's current data system to better measure and report social-emotional and approaches to learning skills of young children who receive EI/ECSE services: Oregon uses the Assessment, Evaluation, and Programming System (AEPS) for reporting EI and ECSE outcomes to meet both OSEP requirements and provide data necessary for developing individual child programs. The AEPS is a formative assessment that measures fine motor, gross motor, expressive communication, receptive communication, cognitive, adaptive and social/emotional skills. Data are reported to OSEP in three outcome areas and two groupings: 1) children showing greater than expected outcomes and 2) children exiting the program within age expectations. In 2014, Oregon revised its child outcome data analysis system. The ECO Center AEPS/Child Outcomes crosswalk (which used data from the AEPS goals) was replaced by the Brookes AEPS/Child Outcomes crosswalk (which included both goals and objectives data). Through research conducted at the University of Oregon and stakeholder review, an 80% "same-age-peers" threshold was chosen for measuring child progress. Also, a new AEPS data protocol was developed that included all of the goal and objective data, which then could be read and tabulated automatically within ecWeb, the statewide EI/ECSE data system. These changes in the Oregon child outcome data system have produced more accurate and reliable



data. Future SSIP progress data will be measured against baselines and targets based upon the FFY 2014/15 child outcome data from this new data system.

*How this infrastructure change supports EI/ECSE programs and providers in implementing the coherent improvement strategies and activities in a sustainable manner:* The revision to Oregon's current child outcome data system to better measure and report social-emotional and approaches to learning skills of young children who receive EI/ECSE services supports the implementation of improvement strategies by EI/ECSE programs and providers in multiple manners. The revised child outcome data system provides EI/ECSE programs more accurate child and program level formative and summative data to assist them in making program level changes and improvements to the implementation and delivery of improvement strategies. The revised data system provides the state level formative and summative data to consider in making changes to the state level support of the implementation of improvement strategies. Also, the changes to the data system that included all AEPS goals and objectives submitted for child outcome analysis will aid future efforts to analyze AEPS data in new ways.

***1(b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants, toddlers, and preschoolers with disabilities and their families. What are the current improvement plans and initiatives in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others, which impact infant, toddlers, and preschoolers with disabilities and their families? What are the specific steps the State has taken to further align current statewide initiatives and improvement plans that impact children with disabilities?***

Current improvement plans and initiatives in Oregon which impact infants, toddlers and preschoolers with disabilities include:

#### **Race to the Top – Early Learning Challenge**

Oregon was a recipient of the federal “Race to the Top – Early Learning Challenge” grant in December 2012. The grant is a vehicle to ensure Oregon children enter school ready to learn and succeed. Grant activities include:

- Increasing training and professional development to child care and education providers as a part of further developing the Oregon's Quality Rating and Improvement System;
- Providing professional development to support career pathways for early childhood educators to develop expertise in quality early learning and best practices;
- Providing dedicated outreach to build an informed, engaged public around quality early learning environments;
- Identifying and addressing health, behavioral and developmental needs of children with high needs to improve school readiness;
- Enhancing the QRIS data system;
- Aligning Early Childhood Education and Kindergarten – Grade 3 teaching and learning and,
- Launching a statewide Kindergarten Assessment.

Oregon has aligned the SSIP with its Race to the Top-Early Learning Challenge grant activities to impact children with disabilities in three key areas: 1) aligning early childhood and early elementary school teaching and learning, 2) implementing universal developmental screening, and 3) implementing kindergarten entry assessment.

- 1) Aligning early childhood and early elementary teaching and learning: Oregon is revising and aligning its early learning state standards with the Common Core Standards for Kindergarten. Having a shared understanding of what children should know and be able to do from age three through third grade encourages consistent approaches and allows practitioners to draw from best practices in both early learning and K–3 education. In the winter of 2015, ODE recruited stakeholders to participate in the alignment of Oregon’s Early Learning Framework with the Common Core Standards for Kindergarten. Stakeholders included Early Intervention and Early Childhood Special Education teachers and school-age special educators. The group advocated that in addition to language, literacy, and mathematics, the alignment needed to include kindergarten standards for social emotional development and approaches to learning, a direct link to Oregon’s EI/ECSE SSIP work. The standards alignment work included:
  - Clear alignment of developmental progressions and expectations for learning in Oregon’s Early Learning Outcomes Framework and Oregon’s Common Core Standards that address the domains of language, literacy, mathematics, social emotional development and approaches to learning, with explicit emphasis on language and literacy development across domain areas.
  - A set of core knowledge and skill indicators for children transitioning to kindergarten.
  - An aligned set of standards and guidance related to English learners, from age three to kindergarten.
  - A set of tools and supports to assist early learning professionals and kindergarten teachers in the implementation of the aligned standards.

The workgroup set a high value on assuring that the standards are relevant for children with special needs, English learners, children of color, and children in poverty and that the resulting documents and resources are relevant for teachers, childcare providers, EI/ECSE providers and parents. The draft alignment has been reviewed several times for alignment with Oregon’s Equity lens.

- 2) Implementing universal developmental screening: In July 2014, Oregon’s Early Learning Council adopted the Ages and Stages Questionnaire (ASQ) as the general development screening to be used by early learning and development providers. The ASQ provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Early child care and educator providers in Oregon are receiving training on how to conduct the ASQ with parents, how to use the information to guide parents to appropriate services when applicable, and sharing the results with the child’s medical provider. A six hour-hour early childhood professional development training, “Implementing Developmental Screening Using the Ages and Stages Questionnaire” is now available across the State. As a result, the number of referrals to EI/ECSE has increased, the number of children eligible for services has increased and children are receiving EI/ECSE services earlier.
- 3) Implementing kindergarten assessment: In fall 2015, Oregon completed the third statewide administration of the Oregon Kindergarten Assessment. The assessment includes measures in the domains of Social and Emotional Development, Approaches to Learning, Cognition and General Knowledge, and Language and Literacy. The Kindergarten Assessment is administered within the first six weeks of kindergarten to accommodate the staggered start dates of the school districts in Oregon. Data from the Kindergarten Assessment are disaggregated by disability and will be further disaggregated by children who received EI or ECSE services – providing valuable data on how children who received EI/ECSE services are doing in the areas of social-emotional and approaches to learning skills at school entry.

### **Head Start and Oregon Prekindergarten**

Head Start and Oregon Prekindergarten (OPK) provide early education, preschool education, child health and nutrition, and family support services to Oregon’s lowest income and highest need infant, toddlers and preschool children throughout the State. OPK is Oregon’s state preschool program and follows all the same regulations as Head Start. Many programs receive both Head Start and OPK funding. Head Start and

OPK strive to provide children with the skills necessary to be successful in school and life; assist families in understanding the needs of their children; and encourage families to be involved in their child's education. Many children receive their EI/ECSE services in Head Start (including Early Head Start) and OPK settings and share ODE's desire to increase social-emotional and approaches to learning skills of all young children. These programs are or will be implementation sites for Oregon's selected strategies.

### **Preschool Promise**

Preschool Promise is a newly State funded preschool program that will bring high-quality preschool to more than 1000 additional Oregon children each year. The model leverages high-quality, local and culturally-relevant early child care and education programs to help make preschool more widely available. Through this mixed delivery approach, families with incomes up to 200 percent of the federal poverty level will have increased opportunity to access and choose the preschool program which best meets their needs. The first year of funding has been appropriated to high-quality preschools in a variety of settings including Head Start, preschools operated by elementary schools and community preschools.

Preschool Promise will increase preschool opportunities for children with disabilities. ODE anticipates partnering with the new preschools as additional implementation sites.

### **Parent Leadership Conference**

In collaboration with the Oregon Head Start Association, the State Interagency Coordinating Council (SICC) and Local Interagency Coordinating Councils (LICCs) provided funds to parents of children with disabilities to attend the Parent Leadership Conference in January 2016. The ODE EI/ECSE program presented four sessions with collaborative partners from several organizations, detailed below.

1. Understanding Sensory Integration, presented by Amber Ryerson of Western Oregon University Research Institute
2. Principles of Family Engagement, presented by ODE staff Mandy Stanley
3. Parent Involvement in Policy, presented by partner Caitlin Shlockey of FACT and Cassandra Trout, SICC Chair
4. Executive Function and Social Emotional Development: Understanding the Relationship, presented by partner Dr. Serra Acar of Oregon's Division for Early Childhood of the Council for Exceptional Children and Western Oregon University Research Institute, and Dr. Patti Blasco of Western Oregon University Research Institute

### **Early Childhood Summer Institute**

The first Early Childhood Summer Institute was held in summer 2015 and was primarily focused on professional development to strengthen early services to children at risk of developmental delay or disability. Oregon's EI/ECSE program will continue its support of the summer institute in collaboration with early childhood partners. The planning committee was expanded to include partners from the Early Learning Division of ODE and others focused on early years to early grades transition. The focus is to provide intensive multi-day professional development to cross-sectors in the diversified early learning workforce including health, education, home visiting and child care. Participants receive intensive professional development that supports implementation of new practices in their work place. New partners offering courses this year include the Oregon Health Authority, Home Visiting, and the Early Learning Division. This year's institute is offering seven multi-day courses in a variety of subjects including a course in Collaborative Problem Solving, one of Oregon's selected improvement strategies. Other courses include Reflective Supervision, English Learners, Prevent-Teach-Reinforce, Trauma Informed Care, How to Start a Preschool and Coaching.

### **Pathways for Gap Kids**

*Pathways from screening to services* is a pilot project for infants and toddlers identified at-risk for developmental and behavioral delays who do not qualify for EI services. Oregon EI/ECSE program in collaboration with the Oregon Health Authority is working with Oregon Pediatric Improvement

Partnership (OPIP) to conduct a pilot in three communities to map out resources and develop tools for facilitating referral of children and families to appropriate services. A challenge widely recognized related to developmental screening is following through with referral recommendations for children who screen at risk for developmental delays but do not qualify for EI services or do not get connected to developmental evaluation. In Oregon, as in most other states, children are too frequently lost in the system and do not receive the diagnostic evaluation that can lead to appropriate developmental interventions to address delays early. This project will conduct an environmental scan, map referral pathways and community resources and draw from that knowledge to overcome barriers and challenges and then follow through on recommendations. The goal is that information gathered from this project and the tools created will be generalizable and tailored as necessary to share with other communities.

***How is the State aligning and leveraging the current improvement plans across ODE, and how will this work specifically impact infants, toddlers, and preschoolers with disabilities and their families?***

**ODE Strategic Plan:** Oregon strives for success and excellence in developing a world class education system that starts early and achieves results. In 2010, the State adopted the 40-40-20 goal: by 2025, 40% of adult Oregonians will earn a bachelor's degree or higher, 40% will earn an associate's degree or post-secondary credential, and 20% will earn a high school diploma or equivalent. To achieve those goals, ODE developed a Strategic Plan starting with biennial goals. Goal 1 of the Strategic Plan provides a solid foundation for ODE's work and is highlighted below, as its connection to Oregon's SIMR is vitally important.

- Goal 1 (Learners): Every student graduates from high school and is ready for college, career, and civic life.
  - Integrate early learning programs across the relevant State agencies so every student enters kindergarten ready to learn.
  - Implement statewide literacy programs so all children read by third grade.
  - Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.
  - Help districts implement effective practices in order to close achievement gaps.
  - Improve quality of special education services to close achievement gaps.

Goal 4 will improve ODE's stakeholder involvement:

- Goal 4 (Communities): ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.
  - Prioritize building and maintaining partnerships with historically underserved communities.
  - Provide clear and timely information to customers and stakeholders.
  - Proactively inform and engage the legislature and implement 2014 and 2015 legislation.
  - Proactively and strategically work with relevant agencies to deliver services to children's and families' overall well-being, so schools can attend to students' educational needs.

Goal 5 will directly improve ODE's infrastructure, thereby supporting the work that ODE does with programs and partners.

- Goal 5 (ODE): Make ODE the best place to work.
  - Attract, retain, and develop top talent to ODE.
  - Increase diversity of ODE's workforce.
  - Reorganize ODE to ensure integration and collaboration across all offices.
  - Deliver excellent internal customer service and improve communication and efficiency within ODE.

Leadership staff at ODE are currently reviewing and re-working the strategic plan for 2015-2017. The goals and objectives for Learners (Goal 1) remain, with an increased and intensive focus on all children entering kindergarten ready to learn and reading by third grade. One of the objectives of Goal 1 is to ensure a smooth and successful transition for children from the early years to the early grades. To integrate early learning programs across the relevant State agencies so that every student enters kindergarten ready to learn, ODE is partnering with the Early Learning Division to integrate work on several efforts: Early Literacy, the Kindergarten Assessment, and aligned standards.

Oregon's Equitable Access to Educator Plan, submitted to the United States Department of Education on 11/12/15, aligns with ODE's Strategic Plan goals and objectives relating to all children reading by 3<sup>rd</sup> grade, improved quality of special education, and increasing performance for all schools and districts in order to create systems of excellence. The Equitable Access Plan details ODE's approach to achieving the objective of improving access to excellent educators for Oregon's most marginalized youth, which include children with disabilities. This is necessary in order to meet ODE's Strategic Plan goals and objectives noted above.

IDEA Part B SSIP: Oregon's Part B SSIP is aligned with its Part C (EI and ECSE) SSIP as both are focused on improving Early Literacy outcomes for children with disabilities. The State's Part B and Part C SSIPs are aligned to build upon outcomes and achieve both of the State's SIMRs. The Part C SIMR is to increase the rate of growth in social/emotional and approaches to learning skills and performance for children with disabilities, birth through age 5. The Part B SIMR is to increase the percentage third grade children with disabilities reading at grade level, as measured by State assessment. The outcome of Part C will result in more children ready to learn and therefore achieve the Part B SIMR of reading at grade level by grade 3 given the implementation of MTSS strategies outlined in the Part B SIMR Component II.

This alignment of the Part B and Part C SIMRs is intentional. Oregon has a seamless system of education and recognizes the importance of early learning efforts in improving graduation rates and decreasing drop-out rates. Through a very dynamic and fluid process, the State has developed Phase II of the SSIP through team meetings that have been collaborative, cross-office, and cross-effort. The SSIP Part B and Part C teams have identified work that remains to be done to ensure success:

- Visioning of a statewide approach to implementing improvement practices with cohesiveness and continuity.
- Recognizing that Part C and Part B teams are in different phases of their work regarding Implementation Science: Part C is in Exploration while Part B is in Initial Implementation with Multi-Tiered System of Supports.

***1(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts?***

***Who makes up the team that will identify the infrastructure changes critical to implementation of the plan?***

***What resources will be needed to get to the expected outcomes?***

***What are the timelines to complete changes to the infrastructure and build capacity within Oregon to better support EI/ECSE programs and providers?***

ODE efforts to better coordinate support across offices happen through robust and diverse team membership: SSIP Team, EI/ECSE Team, Coherent Strategies Team, and Management Team. Each of these teams has several specialists and directors, representing both Part B and Part C. The following staff makes up the Oregon Part C team that will identify the infrastructure changes critical to implementation of the Plan:

- Sarah Drinkwater, Assistant Superintendent, Office of Student Services
- Nancy Johnson-Dorn, Director, EI/ECSE programs

- Alan Garland, EI/ECSE Team Lead
- Holly Reed Schindler, EI/ECSE Education Program Specialist
- Bruce Sheppard, EI/ECSE Education Program Specialist
- Mandy Stanley, EI/ECSE Education Program Specialist
- Kara Williams, Pre-K to Third Grade Coordinator, Education Program Specialist

Team leads, resources needed, and timelines to complete changes to infrastructure and build capacity within the State to support EIS service programs and providers are specified in the table below:

**State Infrastructure Activity Timeline Table:**

Infrastructure Change	Team Lead	Resources Needed	Expected Outcomes	Timelines for completion
Repurposing two Education Specialist positions	Sarah Drinkwater and Nancy Johnson-Dorn	Education Specialist position descriptions  ODE Human Resources  ODE EI/ECSE Director and ODE Assistant Superintendent of Student Services	Dedicated staff support of SSIP efforts	December 2015
Repurposing discretionary funds	Nancy Johnson-Dorn	Financial reports  Spending plans  Federal funds  ODE EI/ECSE Director	Financial support for implementation of new or improved practices	January 2017
Revising and aligning Early Learning Outcomes Framework with Common Core Standards for Kindergarten	Kara Williams	Stakeholders  Common Core Standards for Kindergarten  Early Learning Outcomes Framework  Standards expert (outside contractor)  ODE PreK to 3 <sup>rd</sup> Grade Coordinator  ELD PreK Transition Coordinator	Aligned early learning standards and K-3 common core State standards that include social-emotional and approaches to learning skills.	June 2017

Infrastructure Change	Team Lead	Resources Needed	Expected Outcomes	Timelines for completion
Revising and implementing EI/ECSE workforce standards	Holly Reed Schindler	State general funds Current national standards (CEC and NAEYC) Consultation from TA providers with ECPC (Early Childhood Personnel Center) through University of Oregon Stakeholders ODE EI/ECSE Personnel Lead	Increased skill in social-emotional and approaches to learning competencies for EI/ECSE Specialists, Supervisors, and Assistants.	Fall 2015 (revised competencies completed)  Winter 2016 (implementing competencies)
Revising current data system to better measure and report social-emotional and approaches to learning outcomes	Bruce Sheppard	Stakeholders ecWeb Director ODE ecWeb lead Child Outcomes work group ODE Assessment and Accountability staff EI/ECSE Child Outcome and Kindergarten assessment data Federal funds	A data system that effectively measures long and short term social-emotional and approaches to learning skills of young children	Winter 2017

***1(d) Specify how the State will involve multiple offices within ODE, as well as other State agencies in the improvement of infrastructure.***

***In an effort to better support EI/ECSE programs, how does the SSIP promote collaboration within ODE and among other State agencies to improve the State's infrastructure?***

***What mechanisms would the State use to involve multiple offices and/or other State agencies in the improvement of the State's infrastructure?***

The SSIP promotes collaboration within ODE and among other State agencies to improve the State's infrastructure by supporting goals that are mutually held. ODE supports program work through professional development, guidance, grants, and a unified service approach achieved by

cross-office efforts. The SSIP process offers the opportunity to be thoughtful and intentional in cross-office interactions. To meaningfully engage in this work takes time; staff need time to address all of the components of this work. As staff get a deeper understanding of the responsibility and obligation and take the information back to other offices, they start to see how they can better collaborate. The Office of Student Services has collaborated with other offices on a number of mutual efforts. For example, ODE assembled a cross-office, cross-agency preschool -3<sup>rd</sup> grade literacy team to strategize statewide approaches to increase the number of children reading at grade level by the end of third grade. This team is taking a close look at systems and programs that serve children and families from preschool through third grade.

As noted in Section I, ODE leadership staff are reviewing and re-working the strategic plan for 2015-2017. The goals and objectives for Learners (Goal 1) will remain, with an increased and intensive focus on all children entering kindergarten ready to learn and reading by third grade. The goals and objectives are aligned perfectly with the Part B and Part C SIMRs of social and emotional growth and approaches to learning and 3<sup>rd</sup> grade reading. This will allow for increased opportunities to collaborate with ODE colleagues on the same goals and objectives for all learners. At the recent Annual ODE All Staff meeting, the Deputy Superintendent shared ODE's newly adopted customer service approach, the 3c's: Communication, Collaboration, and Coherence. As ODE moves forward to implement its SSIP, cross-office work will embody those objectives. They are the mechanisms that the State will use to involve multiple offices and agencies in the improvement of its infrastructure. This not only mirrors existing efforts, it allows for a coherent approach from ODE, resulting in a comprehensive experience for programs.

As a State agency, ODE is many steps away from the children its staff serves. A cascading system of supports exists: from the US Department of Education, to ODE, to the EI/ECSE program, to the classroom or the home, and finally to the child. Therefore, ODE needs to capitalize on strengths and address weaknesses within the cascading system of supports. Strengthening communications can assist ODE in moving forward in coherent, consistent, and conscious manner. ODE seeks to leverage its efforts in a coordinated, thoughtful, and intentional way so that it can successfully support programs as they implement strategies needed for children's success.

ODE has been on a journey of self-improvement for over five years. Concentrated and intentional efforts have developed successful, collaborative partnerships and relationships with other State agencies and with programs and providers. ODE partners have reported that this collaboration has created a positive cultural shift within the agency that makes us very proud. Relationships and communication, both internally and externally, have improved because of these efforts. The resulting improvements in communication with partners, with programs and providers, and within the agency continue to positively affect improvement efforts.

To better support programs and providers, the Plan promotes continued collaboration within ODE and among other State agencies to support ongoing improvement of the State's infrastructure. Many of ODE offices have shared goals. The Office of Student Services continues to invite and involve multiple offices within ODE, as well as other agencies that support the improvement of the State infrastructure. This is achieved by employing various mechanisms. Those ongoing collaborations and mechanisms are detailed below.

- ODE has assembled a cross-office, cross agency preschool – grade 3 literacy team to strategize statewide approaches to increase the number of children reading at grade level by the end of third grade. This team is taking a close look at systems and programs that serve children and families from preschool through third grade.
- ODE recruited stakeholders in 2015 to participate in the alignment of Oregon's Early Learning Outcomes Framework with the Common Core Standards for Kindergarten. Stakeholders include kindergarten teachers, childcare providers, Head Start directors, early childhood and school-age special educators, representatives from non-profit organizations, university researchers, the Oregon Health Authority, the Early Learning Division, and others. Upon completion of the alignment in spring of 2016, the workgroup will continue to inform training and professional development to assist early learning professionals and kindergarten teachers in implementation of the standards.



- ODE has assembled a Kindergarten Assessment Advisory Panel to guide interpretation of the kindergarten assessment and to review potential assessment items for alignment with the Early Learning and Kindergarten Standards. The panel includes early learning providers, EI/ECSE providers, kindergarten teachers, ODE and ELD specialists, school district administrators, and university researchers that represent Oregon's diverse populations.
- ODE works with the Early Hearing Detection and Intervention (EHDI) program to provide assistance and education to hospitals, medical providers, and others to identify children with hearing impairments early.
- ODE collaborates with Oregon Department of Human Services on the federal Child Abuse Prevention and Treatment Act (CAPTA) which contains a provision mandating child protection services in the State refer founded cases of abuse and neglect of children ages birth to three to Part C services. ODE tracks these referrals through its data system and reviews local CAPTA data, referral systems and agreements through semi-annual meetings with staff from the Department of Human Services.

The SSIP promotes collaboration within ODE and among other State agencies to improve the State's infrastructure by supporting goals that are mutually held. As noted in Phase I, ODE leadership staff are reviewing and re-working the strategic plan for 2015-2017. The goals and objectives for Learners (Goal 1) will remain, with an increased and intensive focus on all children entering kindergarten ready to learn and reading by third grade. The goals and objectives are aligned perfectly with Part B and Part C SIMRs of social and emotional growth and 3<sup>rd</sup> grade reading. This will allow for increased opportunities to collaborate with ODE colleagues on the same goals and objectives for all learners.

***How will stakeholders be involved in the infrastructure development?***

ODE welcomes this opportunity to continue to work at improving its relationships and communications with stakeholders. Stakeholders continue to be vital contributors to the SSIP process. They will be included and involved in the infrastructure development through their continued review and analysis of the information shared with them. They will make recommendations to the Plan as it progresses based on the synthesis of information presented, coupled with their own backgrounds and expertise. Below are examples of ODE's involvement of stakeholders.

- During the fall of 2015, ODE staff presented on Phase I of the SSIP and collected feedback from stakeholders during a session presented at the ODE/COSA Annual Special Education Administrators Conference.
- In September 2015, Oregon reviewed and revised established EI/ECSE Competencies. The final competencies were sent to early childhood stakeholders for review and input.
- Every November, ODE convenes a large stakeholder group to review and provide comment on a range of policies and issues important to the administration of Part B and Part C services in Oregon. Among those invited are parents, representatives of school districts, EI/ECSE service providers, education service districts (ESDs), higher education, charter schools, private schools, and State agencies. Members of the State Interagency Coordinating Council (SICC) and the State Advisory Council for Special Education (SACSE) also participate. On November 6, 2015, 37 stakeholders representing special and general education, teachers, partner agencies, and parent advocates convened in Salem Oregon at ODE for a full-day meeting to engage stakeholders in the process. Participants offered feedback on the various elements of the Plan, including the communication process.
- In the winter of 2015, ODE recruited stakeholders across the State to participate in the alignment of Oregon's Early Learning Framework with the Common Core Standards for Kindergarten. The Standards Alignment workgroup, comprised of EI/ECSE administrators, ODE EI/ECSE Specialists, members of the Council on Developmental Disabilities, School Programs, ESD staff, special educators, Head Start, preschool/childcare/and kindergarten teachers, began meeting in March 2015.
- On March 11, 2016, both SACSE and SICC heard ODE staff present on development of Phase II of the Plan and committee members offered their input on the development of the evaluation plan.

- During the fall of 2016, ODE staff will present on Phase II of the SSIP and collect feedback from stakeholders during sessions presented at the ODE/COSA Annual Special Education Administrators Conference.
- During the fall of 2016, ODE staff will present on Phase II of the SSIP and collect feedback from stakeholders during sessions presented at regional Systems Performance Review & Improvement (SPR&I) trainings across Oregon.

## Phase II Component #2: Support for EI/ECSE program Implementation of Evidence-Based Practices

***2(a) Specify how the state will support EI/ECSE programs in implementing the evidence-based practices that will result in changes in ODE and EI/ECSE program practices to achieve the SIMR's for infants, toddlers and preschoolers with disabilities and their families.***

***Did the State describe the evidence used to select evidence-based practices that will be implemented?***

The State initiated work on the SSIP by identifying evidence-based practices currently being used by EI/ECSE programs for teaching social-emotional skills and approaches to learning to young children with disabilities. Three practices were identified in Phase I of Oregon's SSIP. Since then, Oregon has focused on two specific practices, described below, that were selected for further exploration. The evidence used to select each is included in the description. Both practices are evidence-based, sound, logical and aligned with Oregon's SIMR.

Oregon is in the exploration stage of building its SSIP and may select additional evidence-based practices (which may or may not be the third strategy identified in Phase I) for further exploration and implementation. The decision to pursue an additional strategy will be based on input from various EI/ECSE stakeholder groups and early childhood partners.

### **Evidence-Based Practice: Collaborative Problem Solving**

The Collaborative Problem Solving (CPS) practice is used in **Think:Kids**, a program that has proven to be effective with children with social, emotional, and behavioral challenges. The **Think:Kids** partner program is housed at Oregon Health and Science University. CPS is an evidence-based model using a neurobiologically-grounded approach with children and families. The model teaches social emotional skills and approaches to learning skills through a collaborative process in increments that the child can handle developmentally. This collaborative process helps teachers pursue expectations, reduce challenging behaviors, teach skills, and gather information with an empathetic rather than punitive stance. This approach encourages resilience and success for children in the face of challenges (Oregon Health Sciences University, 2015).

Collaborative Problem Solving is in the fourth year of implementation by one EI/ECSE contractor in one multi-county program. During the past four years, the program established pilot classrooms and provided training to staff and parents in the implementation of CPS strategies. Pilot classrooms are supported via weekly consultation. In Year Three, dedicated weekly CPS time in all ECSE classrooms was supported by outside consultants. The program is implementing CPS in conjunction with EC PBIS strategies, making it more amenable to other EI/ECSE programs already using PBIS strategies.

### **Evidence-Based Practice: Oregon Early Childhood Positive Behavior Intervention and Supports (EC PBIS)**

Since 2005, the Oregon Department of Education has embraced the tiered intervention model developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention for young children (TACSEI). This evidence-based model is also known as the "Pyramid Model" for early childhood positive behavior interventions and supports (EC PBIS). The Pyramid model promotes levels of intervention, beginning with a foundation of leadership and staff training designed to develop an effective workforce in early childhood programs. The next two levels include strategies for all children in early learning environments (including children

with IFSPs), sometimes referred to as “universal strategies.” These strategies include environmental design, building positive relationships between children and adults, the use of positive engagement by adults, positive environments, and consistent rules.



The next level of the Pyramid is targeted at children who demonstrate difficulties with social interactions with others. The focus of this level is targeted social emotional supports through teaching and embedding social skills in everyday routines using evidence-based social emotional teaching strategies.

Finally, the top of the pyramid uses targeted individualized intensive interventions for children whose social skills and behavior need further intervention beyond learning social skills, such as behavior support plans with individualized strategies.

ODE and its EI/ECSE contractors have supported a group of professional staff from EI/ECSE programs who meet to discuss and refine implementation of EC PBIS in Oregon early childhood programs, notably those where children enrolled in ECSE attend preschool. Most of these settings are Head Start, Oregon Prekindergarten classrooms and ECSE classrooms. The staff meets several times annually, and continues to

refine implementation of EC PBIS in Oregon. They honed their approach by adding evidence-based coaching techniques, and improved data collection and analysis. As a part of the SSIP, ODE will work with selected EI/ECSE programs using EC PBIS but will require programs to use evidence-based practices to purposefully teach social-emotional and approaches to learning skills to all children in the program as part of the first level (effective workforce) of the EC PBIS model. Programs selected as implementation sites will receive state funding for training and coaching in EC PBIS plus social-emotional and approaches to learning skills (EC PBIS+).

***How did the State consider the EI/ECSE program needs and the best fit for the coherent improvement strategies and EBPs?***

After identifying its SIMR, ODE informally surveyed its EI/ECSE programs to determine practices currently used by programs to intentionally teach social-emotional and approaches to learning skills to all children with IFSP's. Three evidence-based practices emerged, with two practices selected for further exploration. Selection of practices currently used by EI/ECSE programs builds on program strengths and enhances the likelihood that the practices will be implemented to fidelity and scaled up to all EI/ECSE settings in each selected implementation area.

In the first year of the SSIP, all EI/ECSE programs were invited to submit team applications to a 5-day Collaborative Problem Solving course offered at an Early Childhood Summer Institute initiated in 2015. The application specified that teams were expected to implement CPS with children and families in home-based (EI), ECSE classroom-based or community classroom-based sites. Participating EI/ECSE programs were expected to implement CPS for at least two years, participate in additional training at the 2016 Summer Institute, add sites in the second year, assign a coach to work with the implementation team and collect and report child level data to ODE. Three teams were selected and are implementing CPS in five sites: two parent-based EI, one ECSE classroom-based, and two Head Start or OPK classroom-based sites.

ODE will begin implementing Early Childhood PBIS plus social-emotional and approaches to learning skills (EC PBIS+) in fall 2016 using a different selection process. All EI/ECSE programs were surveyed in spring 2016 to determine EC PBIS level of implementation, use of tools to determine fidelity of implementation and methods programs are using to intentionally teach social-emotional and approaches to learning skills. Survey results will be used to further develop the EC PBIS+ plan, identify implementation ready programs to further implement EC PBIS+ ,and form a basis for funding requests and training to be selected as an implementation site.

***How did the State assess the readiness and capacity for implementation within ODE and EI/ECSE programs?***

To assess state level readiness, ODE reviewed capacity for providing leadership within the agency, availability of funds to support implementation and scaling up of selected practices, and mechanisms for providing training and coaching to EI/ECSE program implementation sites. ODE also engaged in creating a shared vision and understanding with its leadership team.

At the same time, ODE leadership worked with its stakeholders and EI/ECSE programs to create a common vision of skills that would most help children with disabilities succeed in school and life. Improving social-emotional and approaches to learning skills emerged as the common theme from all EI/ECSE partners and stakeholders. In the first year of the SSIP, readiness and capacity of EI/ECSE programs and staff to implement one of the selected practices was based on current implementation status of CPS and administrative support of implementation. Programs were required to provide assurances of continued participation and implementation in multiple sites over time. In the second year, the state will gather more information about program readiness including implementation status of EC PBIS, use of evaluation processes to measure fidelity of practice, and current practices for teaching social-emotional and approaches to learning skills. Program capacity, interest in becoming an implementation site and commitment of program leadership also will be evaluated.

### ***What implementation drivers are needed to effect change in EI/ECSE program practices?***

To effect change in EI/ECSE program practices, the state identified implementation drivers by using the Active Implementation Hub framework developed by the State Implementation & Scaling-up of Evidence-based Practices Center and the National Implementation Research Network. Implementation drivers are needed in three areas:

#### **Competency**

Selection Criteria: In the first year of the SSIP, ODE used selection criteria primarily focused on programs already using evidence-based practices to teach social-emotional and approaches to learning skills, programs with a high interest level in becoming an implementation site, and programs indicating a commitment to retention of the practice after investment of state dollars. In the second year of the SSIP ODE will expand the selection criteria to include an improved process of screening programs for prerequisite indicators of success and more diversity in demographics (include small, rural programs).

Training: In summer 2015, ODE started an Early Childhood Summer Institute as an avenue to provide in-depth course work in its selected evidence-based practices to implementation site participants. The courses provide background information, theory, major concepts and benefits of the practice, strategies for implementing the practice, and numerous opportunities to role play the strategies and skills. A pre/post-test of participant knowledge is given to provide information on each participant's level of understanding of the practice.

Coaching: ODE is supporting implementation site personnel by providing access to expertise through coaching. Coaches are used to assist staff to implement new skills, improve current practice and expand skills with the identified practice. Coaches in Year 1 of the SSIP were identified by leadership from a program with four years' experience implementing one of the selected practices. In the coming year ODE will improve its methodology for identifying coaches to include specific criteria.

#### **Organization**

ODE has a system for collecting and analyzing its child outcome data and is the process of developing its systems for identifying, collecting and analyzing its process data and fidelity data. Process data will include comments and advice (gathered through in-person interviews) from implementation site participants, implementation site administrators, parents, and coaches. These data will be summarized and analyzed to improve training and coaching for the coming year. Concurrently ODE is identifying formative assessments to use to gauge child progress learning social-emotional and approaches to learning skills. Instruments for measuring fidelity of implementation are in the process of being identified and tested for accuracy.

#### **Leadership**

The leadership implementation driver is focused on identifying and addressing barriers to implementing and sustaining practices for teaching social-emotional and approaches to learning skills to children with disabilities. Some of the technical challenges are related to summarizing data in a manner to be most useful in measuring child social-emotional and approaches to learning skills. Another technical challenge is disaggregating data by children who participate or participated in the selected improvement practices.

Adaptive challenges include different perspectives on current practice and how to implement new or improved practices in partner settings (e.g., Head Start) with different oversight bodies. For example, in the first year of the SSIP one Head Start program is having difficulty implementing CPS in its classrooms. It is possible that CPS may not be the "best fit" for this Head Start and that a different practice will be easier for staff to implement and achieve positive results for children.

***What is the professional development (PD) support for high-fidelity adoption, implementation, and sustainability of selected coherent improvement strategies and Evidence Based Practices?***

Professional development support for adoption, implementation and sustainability of selected coherent improvement practices include in-depth classes at the Early Childhood Summer Institute, a long-term investment of on-site coaches, and a system of program implementation fidelity reporting.

***How will the State support EI/ECSE programs in scaling up Evidence-Based Practices?***

Oregon has strong experience with implementation science and scaling up, as evidenced by the work of State's successful System of Personnel Development grant application in 2011. As Oregon's knowledge of Scaling (implementation science) expanded, it became clear that this model can be used to provide all districts and early childhood programs with access to the principles of the evidence-based practices that would enhance the state's State Performance Plan (SPP) activities, improve on outcomes measured as part of the state's Annual Performance Report (APR), and provide efficient services for systems and students statewide. This is accomplished through five main principles that provide an efficient framework for state work:

- 1) Approach implementation by defining geographic zones to build regional capacity and support.
- 2) Approach implementation by using specific team structures for dynamic problem-solving
- 3) Ensure strong communication through feedback loops that connect classrooms to state-leadership.
- 4) Ensure the promotion of evidence-based practice for all activities
- 5) Promote intentional action-planning for improvement and sustainability.

Oregon has experience applying the principles of implementation science to (1) improve the infrastructure associated with professional development, (2) set the depth of training and coaching to include additional sites in the same community, and (3) increase breadth to new programs in the state.

**2(b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.**

The following table describes each coherent improvement strategy, outcomes (short, intermediate and long term), specific activities and steps to address the outcomes, team lead, how the activities will be implemented with fidelity, resources and timelines for completion.

<b>Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.</b>					
<p><b>Short term outcome 1.1.1:</b> The state office develops a plan to develop a system for training and coaching that includes selection of implementation sites, a process of training staff of implementation sites, a process for training coaches, and a system of learning communities and supports.</p> <ul style="list-style-type: none"> <li>• Collaborative Problem Solving (CPS)</li> <li>• EC PBIS plus social-emotional and approaches to learning skills (ECPBIS+)</li> <li>• Other strategies TBD (to be determined)</li> </ul>					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Develop CPS training plan	<ol style="list-style-type: none"> <li>1. Form small and large stakeholder groups</li> <li>2. Develop draft CPS training plan</li> <li>3. Get stakeholder input on training plan</li> <li>4. Identify trainers and coaches</li> <li>5. Develop evaluation tools (assessment of training plan)</li> <li>6. Adjust training plan using evaluation results</li> </ol>	<p>Stakeholder approval of training plan</p> <p>Training plan meets evaluation criteria</p>	Nancy Johnson-Dorn and Mandy Stanley	<p>Stakeholder groups (small and large group)</p> <p>Expert CPS trainers and coaches</p> <p>Evaluation tool to assess training plan</p> <p>ODE EI/ECSE staff</p>	Summer 2016
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Develop a draft plan for EC	<ol style="list-style-type: none"> <li>1. Work with ECPBIS work</li> </ol>	Stakeholder approval of	Alan Garland	Stakeholders (small and large)	Summer



PBIS plus social-emotional and approaches to learning training plan	<p>group to develop a survey for determining implementation level of EC PBIS and teaching S-E and approaches to learning skills</p> <ol style="list-style-type: none"> <li>2. Survey EI/ECSE providers</li> <li>3. Stakeholder input to review survey results and determine how the information will be used</li> <li>4. Use survey information and stakeholder input to develop EC PBIS+ plan</li> <li>5. Identify trainers and coaches</li> <li>6. Revise (if needed) evaluation tools used in outcome 1.1</li> <li>7. Adjust plan using evaluation results</li> </ol>	<p>training plan</p> <p>Training plan meets evaluation criteria</p>		<p>group)</p> <p>Expert EC PBIS+ trainers and coaches</p> <p>Survey Results</p> <p>Evaluation tool to assess training plan</p> <p>ODE EI/ECSE staff</p>	2017
Consider additional evidence-based innovation/practices for implementation based on need, fit, evidence, interest and capacity.	<ol style="list-style-type: none"> <li>1. Review 2016 survey for existing evidence based practices for teaching social-emotional and approaches to learning implemented by EI/ECSE programs.</li> <li>2. Review results with stakeholders obtaining advice on whether or not to add another evidence-based practice.</li> </ol>	Stakeholder advice on additional practice	Nancy Johnson-Dorn	<p>Stakeholder groups</p> <p>Survey results</p> <p>ODE EI/ECSE staff</p>	Spring 2017
<b>Short-term outcome 1.1.2:</b> The state repurposes EI/ECSE discretionary funds to support implementation training and support to selected implementation sites.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Analyze and prioritize available funding	<ol style="list-style-type: none"> <li>1. Determine funds needed to implement the training plan</li> <li>2. Discontinue, scale back or</li> </ol>	Assistant Superintendent of Student Services approval of reprioritization of funds	Nancy Johnson-Dorn	<p>Financial reports</p> <p>Spending plans</p>	Summer 2016 and annually

	find alternative funding for other projects			Federal funds ODE EI/ECSE Director	
<b>Short term outcome 1.1.3:</b> The state repurposes State Ed Specialist positions to provide support and ongoing training					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Analyze and prioritize job responsibilities of two Education Specialist positions	<ol style="list-style-type: none"> <li>1. Rewrite vacant EI/ECSE Education Specialist position</li> <li>2. Hire EI/ECSE Education Specialist position with SSIP related job responsibilities</li> <li>3. Add a lead Education Specialist position to facilitate and support implementation of the SSIP</li> </ol>	<p>Assistant Superintendent of Student Services approval of revised job responsibilities</p> <p>Employment Performance Reviews</p> <p>Description of new job responsibilities</p>	Nancy Johnson-Dorn and Sarah Drinkwater	<p>Education Specialist position descriptions</p> <p>ODE Human Resources</p> <p>ODE EI/ECSE Director and ODE Assistant Superintendent of Student Services</p>	<p>Fall 2015</p> <p>Review annually</p>
<b>Intermediate outcome 1.2:</b> The state has an infrastructure and format(s) for ongoing training and coaching in social-emotional and approaches to learning skill					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Initiate and institutionalize an annual Early Childhood Summer Institute that provides professional development for the early childhood workforce	<ol style="list-style-type: none"> <li>1. Conduct and summarize a state EI/ECSE professional development needs assessment</li> <li>2. Use the findings from needs assessment to develop and initiate an Early Childhood Summer Institute addressing a variety of in-depth learning opportunities that include needs of children with disabilities</li> <li>3. Invite early learning partners to participate in annual EC Summer Institute</li> <li>4. Conduct the annual EC</li> </ol>	<p>Attendance list disaggregated by programs represented</p> <p>Course syllabus</p> <p>Planning committee members</p> <p>Participant evaluations</p>	Nancy Johnson-Dorn and Mandy Stanley	<p>Technical assistance from the University of Oregon Early Childhood Personnel Center (ECPC) to develop, conduct and summarize EI/ECSE needs assessment</p> <p>EC Summer Institute planning committee</p> <p>Venue for EC Summer Institute</p> <p>EC Summer Institute course presenters</p>	Spring 2015 and annually

	<p>Summer Institute</p> <ol style="list-style-type: none"> <li>Evaluate EC Summer Institute</li> <li>Form an EC Summer Institute planning committee to plan annual summer institute including EC partners on the planning committee</li> <li>Develop course content based on evaluation results of previous EC Summer Institute and needs of EC workforce from a variety of disciplines</li> <li>Repeat cycle annually for institutionalization</li> </ol>			<p>EC Summer Institute evaluation</p> <p>College course credits for EC Summer institute participation</p> <p>ODE EI/ECSE staff</p> <p>Federal funds</p>	
Develop an evidence based coaching program for providing on-going coaching and support to implementation teams	<ol style="list-style-type: none"> <li>Research different coaching models</li> <li>Evaluate, select and implement a coaching model</li> </ol>	<p>Coaching model selected and implemented</p> <p>Coaching plan meets evaluation criteria</p>	Mandy Stanley	<p>Knowledge of coaching models</p> <p>Content experts</p> <p>Stakeholders</p> <p>Evaluation tool to assess coaching plan</p> <p>ODE EI/ECSE staff</p>	Winter 2017
<b>Short term outcome 1.2.1: EI/ECSE teachers have improved practices for teaching social emotional and approaches to learning skills to children</b>					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
EI/ECSE teachers from selected sites attend CPS training	<ol style="list-style-type: none"> <li>Use selection criteria to determine implementation teams</li> <li>Develop training content and activities</li> <li>Provide Tier I and Tier II training annually</li> <li>Evaluate participant knowledge/skill growth</li> </ol>	<p>Course syllabus</p> <p>List of participants</p> <p>Pre/Post CPS test</p>	Mandy Stanley and CPS trainers	<p>Criteria developed to select participants</p> <p>CPS trainers</p> <p>CPS Curriculum</p> <p>Pre/post test</p> <p>Implementation team selection criteria</p> <p>ODE EI/ECSE staff</p>	Spring 2015 and annually

				Federal funds	
EI/ECSE teachers from selected sites attend EC PBIS+ training	<ol style="list-style-type: none"> <li>1. Use selection criteria to determine implementation teams</li> <li>2. Participating programs complete PBIS Benchmarks of Quality to determine EC PBIS+ implementation level and areas of strengths and needs</li> <li>3. Develop training content and activities based on Benchmarks of Quality and Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Pyramid model</li> </ol>	<p>Course syllabus</p> <p>List of participants</p> <p>Pre/post PBIS+ test</p>	Alan Garland and EC PBIS+ trainers	<p>Criteria developed to select participants</p> <p>Survey results</p> <p>Early Childhood Program-Wide PBIS Benchmarks of Quality</p> <p>EC PBIS+ Trainers</p> <p>EC PBIS+ Curriculum</p> <p>TACSEI</p> <p>Pre/post test</p> <p>ODE EI/ECSE staff</p> <p>Federal funds</p>	<ol style="list-style-type: none"> <li>1. Fall 2016</li> <li>2. Fall 2016</li> <li>3. Winter 2017</li> <li>4. Winter 2018</li> </ol>
Evidence based coaching model used to provide on-going coaching and support to implementation teams	<ol style="list-style-type: none"> <li>1. Implement selected coaching model with implementation teams</li> <li>2. Evaluate implementation of selected coaching model</li> <li>3. Establish a staff (implementation team) to coach feedback loop</li> <li>4. Use evaluation results and stakeholder input to improve coaching model</li> <li>5. Repeat cycle annually for institutionalization</li> </ol>	<p>Evaluation of implementation demonstrates fidelity of practice</p> <p>Feedback from implementation team(s) is used to improve coaching model</p> <p>Feedback from coaches is used to improve coaching model</p> <p>Feedback loop between implementation team to coach is useful for improving coaching model</p> <p>Coaching reports (# of coaching sessions, #</p>	Mandy Stanley and Alan Garland	<p>Fidelity checklist/observation measure</p> <p>Implementation team interview protocol</p> <p>Coaching interview protocol</p> <p>Implementation team to coach feedback loop</p> <p>Federal funds</p> <p>ODE EI/ECSE staff</p>	Winter 2017

		teachers receiving coaching, coaching target/content)			
<b>Intermediate outcome 1.2:</b> EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning skills.					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Fidelity of CPS practice is measured	<ol style="list-style-type: none"> <li>1. Identify fidelity measure</li> <li>2. Train on fidelity measure</li> <li>3. Conduct fidelity checks in implementation sites</li> <li>4. Evaluate use of fidelity measure</li> <li>5. Determine frequency of fidelity measurement</li> </ol>	<p>Fidelity data collected at least 3x a year</p> <p>Fidelity data used to adjust training plan, professional development, and coaching</p>	Mandy Stanley	<p>Content experts</p> <p>Fidelity Implementation Measure</p> <p>Federal funds</p> <p>ODE EI/ECSE staff</p>	February 2020
Fidelity of EC PBIS+ is measured	<ol style="list-style-type: none"> <li>1. Identify fidelity measure</li> <li>2. Train on fidelity measure</li> <li>3. Conduct fidelity checks in implementation sites</li> <li>4. Evaluate use of fidelity measure</li> <li>5. Determine frequency of fidelity measurement</li> </ol>	<p>Fidelity data collected at least 3x a year (TPOT)</p> <p>Fidelity data used to adjust training plan, professional development, and coaching</p>	Alan Garland	<p>TPOT</p> <p>Content experts</p> <p>Federal funds</p> <p>ODE EI/ECSE staff</p>	February 2020
<b>Intermediate outcome 1.3:</b> Families and EC partners receive coaching and mentoring to use one of the selected intervention practices with children to teach social-emotional and approaches to learning skills					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Parents and EC teachers from participating sites implement the selected intervention practices	<ol style="list-style-type: none"> <li>1. Develop coaching/mentoring plan</li> <li>2. Implementation teams provide coaching/mentoring to parents and EC partners</li> <li>3. Establish family and EC partner to implementation team coach feedback loop</li> <li>4. Collect feedback from families and EC partners</li> <li>5. Evaluate use of practice by</li> </ol>	<p>Plan implemented</p> <p>Families and EC partners report using the practice</p> <p>Families and EC partners report effectiveness of coaching/mentoring</p> <p>Feedback loop between families and EC partners to</p>	Mandy Stanley	<p>Fidelity checklist/observation measure</p> <p>Trained coaches</p> <p>Family and EC partner interview protocol</p> <p>Coaching interview protocol</p> <p>Family and EC partner-to-</p>	Ongoing

	families and EC partners 6. Use evaluation results and stakeholder input to improve coaching	coach is used for improving coaching  Evaluation of implementation shows fidelity of practice  Coaching reports (# of coaching sessions, # families and EC partners receiving coaching, coaching target/content)		coach feedback loop  Federal funds  ODE EI/ECSE staff	
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**Long-term outcome 1.4:** There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate K assessment data by sites implementing selected improvement practice(s)</li> <li>4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services</li> </ol>	<p>Child outcome data are reported by improvement practice of 90% of children</p> <p>Data comparing child outcome by improvement practice and Kindergarten assessment are analyzed and reported</p>	Bruce Sheppard	Stakeholders  ecWeb Director  ODE EI/ECSE ecWeb lead  ODE Assessment and Accountability Office  Kindergarten assessment data  EI/ECSE outcome data  Federal funds  ODE EI/ECSE staff	Spring 2016  Winter 2017  Winter 2017

**Improvement Strategy 2:** Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities

**Short-term outcome 2.1.1:** The state aligns early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.

Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
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Obtain stakeholder input in determining appropriate alignment and content of EL standards and K-3 common core	<ol style="list-style-type: none"> <li>1. Identify stakeholders from early learning, K-3, and special education (EI/ECSE and school age)</li> <li>2. Hold stakeholder meetings</li> </ol>	<p>List of stakeholders</p> <p>Meeting dates, agendas and accomplishments</p>	Kara Williams	<p>Stakeholders</p> <p>Kindergarten Common Core</p> <p>Early Learning Standards</p> <p>Standards expert (outside contractor)</p> <p>ODE PreK to 3<sup>rd</sup> Grade Coordinator</p> <p>ELD PreK Transition Coordinator</p> <p>State general funds</p>	Fall 2015
Draft and finalize standards including approaches to learning and social emotional skills	<ol style="list-style-type: none"> <li>1. Include social-emotional and approaches to learning standards</li> <li>2. Conduct broad review of draft standards</li> <li>3. Finalize standards</li> </ol>	<p>List of groups that reviewed standards</p> <p>Draft of standards</p>	Kara Williams	<p>Names of possible reviewers (individuals and groups)</p> <p>Draft standards</p> <p>Standards expert (outside contractor)</p> <p>ODE PreK to 3<sup>rd</sup> Grade Coordinator</p> <p>ELD PreK Transition Coordinator</p> <p>State general funds</p>	Summer 2016
<b>Short-term outcome 2.1.2:</b> The state publishes aligned early learning standards and K-3 common core state standards that include social-emotional and approaches to learning skills.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Determine format for publishing standards	<ol style="list-style-type: none"> <li>1. Obtain stakeholder input on format for the standards</li> <li>2. Draft standards in selected format</li> </ol>	Format selected	Kara Williams	<p>Stakeholders</p> <p>Format samples</p> <p>Standards expert (outside contractor)</p>	Winter 2017

				ODE PreK to 3 <sup>rd</sup> Grade Coordinator ELD PreK Transition Coordinator State general funds	
Publish standards	1. Finalize format and publish	Standards published	Kara Williams	Finalized standards ODE PreK to 3 <sup>rd</sup> Grade Coordinator ELD PreK Transition Coordinator State general funds	Winter 2017
<b>Intermediate outcome 2.1:</b> The state implements aligned Pre K through 3 <sup>rd</sup> grade learning standards that include social-emotional and approaches to learning skills.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Develop and post on-line materials for teachers on how to use the standards	<ol style="list-style-type: none"> <li>Draft training materials and format, including information on how to adapt standards for children with disabilities</li> <li>Stakeholder review of materials</li> <li>Post training materials on-line</li> <li>Advertise the availability of training.</li> <li>Provide on-line training</li> </ol>	<p>Training materials drafted by fall 2016</p> <p>Stakeholders review</p> <p>Training posted, advertised and provided</p>	Kara Williams	<p>Published standards</p> <p>Stakeholders</p> <p>ODE PreK to 3<sup>rd</sup> Grade Coordinator</p> <p>ELD PreK Transition Coordinator</p> <p>ELD Child Care Training staff</p> <p>State general funds</p>	Winter 2017
<b>Short-term outcome 2.3.1:</b> The state revises the EI/ECSE competencies to include teaching social-emotional and approaches to learning skills.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Revise EI/ECSE competencies, and add social-emotional and approaches to learning competencies for	<ol style="list-style-type: none"> <li>Review of national standards (CEC and NAEYC)</li> <li>Create crosswalk with national standards and</li> </ol>	<p>Consultation from TA providers (Early Childhood Personnel Center (ECPC))</p>	Holly Reed Schindler	<p>Current national standards (CEC and NAEYC)</p> <p>Consultation from TA providers</p>	



ODE Authorization of EI/ECSE personnel	<ul style="list-style-type: none"> <li>current Oregon EI/ECSE competencies</li> <li>3. Draft initial revised EI/ECSE competencies</li> <li>4. Conduct broad review of revised competencies with key stakeholders</li> </ul>	<p>Stakeholder review</p> <p>Competencies posted on ODE website</p>		<p>with ECPC (Early Childhood Personnel Center) through University of Oregon</p> <p>Stakeholders</p> <p>ODE EI/ECSE Personnel Lead</p>	
<b>Intermediate outcome 2.3:</b> EI/ECSE teachers meet competencies for teaching social-emotional and approaches to learning skills.					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Align revised competencies with a personnel evaluation tool used by EI/ECSE Contractors	<ul style="list-style-type: none"> <li>1. Draft alignment of new competencies with Danielson Framework (one personnel evaluation tool widely used by regions)</li> <li>2. Conduct broad review of Danielson Framework with EI/ECSE contractors</li> <li>3. Finalize Danielson Framework and post on ODE website</li> </ul>	<p>EI/ECSE contractor review and approval of alignment on the revised competencies with Danielson Framework</p> <p>Danielson Framework posted on ODE website</p>	Holly Reed Schindler	<p>EI/ECSE Contractors</p> <p>Consultation from TA providers with ECPC (Early Childhood Personnel Center)</p> <p>Danielson Framework</p> <p>ODE EI/ECSE Personnel Lead</p>	Fall 2015
Require revised competencies to be addressed in yearly professional development plans with EI/ECSE specialists, supervisors, and assistants	<ul style="list-style-type: none"> <li>1. Conduct overview of revised competencies and yearly professional development planning requirements with EI/ECSE contractors</li> <li>2. Present the revised competency and professional development requirements at the annual special education conference</li> </ul>	<p>EI/ECSE Contractor meeting agenda</p> <p>Special Education Conference agenda</p>	Holly Reed Schindler	<p>EI/ECSE Contractor Meeting</p> <p>ODE EI/ECSE Personnel Lead</p> <p>Special Education conference</p> <p>Revised competencies</p>	Winter 2016
Review revised competencies with Higher Education stakeholders	<ul style="list-style-type: none"> <li>1. Schedule meeting with Higher Education stakeholders</li> <li>2. Review and discuss EI/ECSE competencies with Higher Education</li> </ul>	Higher Education review of new competencies	Holly Reed Schindler	<p>Higher Education stakeholders</p> <p>ODE EI/ECSE Personnel Lead</p>	Fall 2016

	stakeholders				
Include social-emotional and approaches to learning competencies in ODE Authorization certification	1. Revise ODE Authorization application to include competencies on social emotional and approaches to learning skills	Revised Authorization application posted on ODE website  Revised Authorization certification includes social-emotional and approaches to learning competencies	Holly Reed Schindler	ODE Authorization review committee  ODE EI/ECSE Personnel Lead	Winter 2016
<b>Long-term outcome 2.4:</b> There will be an increase in the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills	1. Collect and summarize child outcome data specific to social-emotional and approaches to learning skills 2. Disaggregate child outcome data by sites implementing selected improvement practice(s) 3. Disaggregate K assessment data by sites implementing selected improvement practice(s)	Child outcome data are reported by improvement practice of 90% of children  Data comparing child outcome by improvement practice and Kindergarten assessment are analyzed and reported	Bruce Sheppard	Stakeholders  ecWeb Director  ODE EI/ECSE ecWeb lead  ODE Assessment and Accountability Office  Kindergarten assessment data  EI/ECSE outcome data  Federal funds  ODE EI/ECSE staff	Annual
<b>Improvement Strategy 3:</b> Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.					
<b>Short-term outcome 3.1.1:</b> The state analyzes the data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills.					
Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Determine the need to improve data system by comparing to previous Oregon child	1. Review the need for system change with stakeholders	Stakeholder meeting agenda and notes	Bruce Sheppard	Stakeholders  EI/ECSE Contractors	Winter 2015

outcome data and current national child outcome data	2. Analyze submitted AEPS score sheets to determine accuracy of assessments. Complete a thorough review of Brookes sort and 80% metric	Random sampling of score sheets using valid research methods  Review and consensus by EI/ECSE Contractors, stakeholders and ODE EI/ECSE staff of Brookes sort and 80% metric		ODE EI/ECSE staff  ODE EI/ECSE ecWeb Lead	
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**Short term outcome 3.1.2:** The state revises the AEPs data summary process to better measure social-emotional and approaches to learning skills

Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Create child outcome data system in ecWeb to record all AEPS goals and objectives	Develop a new score sheet and create computerized reading of score sheet pdf	All goals and objectives are entered by EI/ECSE staff on new score sheets  99% of all score sheets are read by ecWeb data system	Bruce Sheppard	ecWeb Director  EI/ECSE Contractors  EI/ECSE County Coordinators  ODE EI/ECSE ecWeb Lead	Winter 2015
Create data analysis in ecWeb utilizing Brookes child outcomes sort at 80% metric	Create new analysis and reports using Brookes child outcome sort at 80% metric	99% of all AEPS goals and objectives are sorted into new analysis and reports using Brookes child outcome sort at 80% metric	Bruce Sheppard	ecWeb Director  Child Outcomes workgroup  University of Oregon post-doc researcher  ODE EI/ECSE ecWeb Lead	Fall 2015

**Intermediate outcome 3.1:** The state has an improved data system and format for reporting social-emotional and approaches to learning child outcomes for children receiving EI/ECSE services.

Activities to meet the outcome	Steps to implement the activities	How are activities implemented with fidelity	Team lead	Resources for Implementation	Timelines for completion
Examine AEPS I and II for approaches to learning skills in domains outside of social emotional domain and consider creating "Fourth Bucket" for reporting these data	1. Determine list of approaches to learning skills from research articles. 2. Identify approaches to learning skills assessed in AEPS I and II. 3. Determine feasibility of	Literature review presented to ODE staff and stakeholders  Examination of AEPS approaches to learning goals and objectives reviewed by ODE staff and	Bruce Sheppard	Stakeholders  Literature review results  AEPs review results  ecWeb Director	Summer 2017

	creating a “Fourth Bucket” of social-emotional and approaches to learning skills in child outcome system with 80% metric	stakeholders  Decision on utilization of a “Fourth Bucket” to separately report social emotional and approaches to learning skills		Child Outcomes workgroup  ODE EI/ECSE ecWeb Lead	
<b>Intermediate outcome 3.2:</b> The state has a process for disaggregating Kindergarten Assessment data by children who received EI/ECSE services.					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Identify children who received EI/ECSE services that participate in the Kindergarten assessment	Meet with ecWeb and ODE data analysts to develop process for disaggregating children who received EI/ECSE services in Kindergarten assessment data	Meeting agenda and notes.	Bruce Sheppard	ODE EI/ECSE ecWeb lead  ecWeb Director  ODE Assessment and Accountability staff	Spring 2016
Refine the set of children who received EI/ECSE by those who participate in the Kindergarten assessment and child outcome entry/exit assessment	<ol style="list-style-type: none"> <li>1. Identify EI/ECSE children who transitioned to kindergarten</li> <li>2. Of those students, identify subset of children with kindergarten assessment data</li> <li>3. Of those children, identify subset of children with child outcome data</li> <li>4. Run child outcome and kindergarten assessment data from final subset of children.</li> </ol>	Alignment of disaggregated data with child outcome and kindergarten assessment metrics	Bruce Sheppard	EI/ECSE child outcome data  Kindergarten assessment data  ODE EI/ECSE ecWeb lead  ecWeb Director  ODE Assessment and Accountability staff	Spring 2016
<b>Intermediate outcome 3.3:</b> The state has a formative assessment process of measuring short term social-emotional and approaches to learning skills of young children.					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Identify formative assessments used to track child progress in each improvement practice and/or create process for using interim AEPS data for child progress monitoring	<ol style="list-style-type: none"> <li>1. Review formative assessments used to track child progress in each with improvement practice</li> <li>2. Adopt formative assessment(s) a for progress monitoring</li> <li>3. Examine ecWeb for annual</li> </ol>	Formative assessments selected	Bruce Sheppard	Stakeholders  EI/ECSE Contractors  ODE EI/ECSE ecWeb lead  ecWeb Director	Winter 2017

	and 6 month AEPS data submissions for possible formative data				
<b>Long-term outcome 3.4:</b> Increase the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.					
<b>Activities to meet the outcome</b>	<b>Steps to implement the activities</b>	<b>How are activities implemented with fidelity</b>	<b>Team lead</b>	<b>Resources for Implementation</b>	<b>Timelines for completion</b>
Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills	<ol style="list-style-type: none"> <li>1. Collect and summarize child outcome data specific to social-emotional and approaches to learning skills</li> <li>2. Disaggregate child outcome data by sites implementing selected improvement practice(s)</li> <li>3. Disaggregate K assessment data by sites implementing selected improvement practice(s)</li> <li>4. Compare improvement practice outcome data to data on all children receiving EI/ECSE services</li> </ol>	<p>Child outcome data are reported by improvement practice for 90% of children</p> <p>Data comparing child outcomes by improvement practice and Kindergarten assessment are analyzed and reported</p>	Bruce Sheppard	<p>Stakeholders</p> <p>EI/ECSE child outcome data</p> <p>Kindergarten assessment data</p> <p>ODE EI/ECSE ecWeb lead</p> <p>ecWeb Director</p> <p>ODE Assessment and Accountability staff</p> <p>ODE EI/ECSE staff</p>	Winter 2017

***What are the communication strategies the state will use to implement the plan?***

ODE uses several different processes for effective communication of the Plan. Of primary concern is that the State maintains effective communication strategies to help ensure that those impacted by the Plan can communicate effectively with those implementing the improvement and evaluation components of the Plan. ODE is being mindful that sufficient time needs to be allowed to request, gather, and synthesize input from communication activities, and varied methods must be employed to do so. Therefore, ODE uses a number of communication strategies to implement the Plan.

First and foremost, relationship building is a key communication strategy for successful implementation. As identified throughout this Plan, collaboration is valued and recognized as a critical success factor. In fact, much of Goal 4 of ODE’s Strategic Plan specifically supports the relationship and communication strategies that are vital to successful State implementation of the Plan:

- Goal 4 (Communities): ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.
  - Prioritize building and maintaining partnerships with historically underserved communities.
  - Provide clear and timely information to customers and stakeholders.
  - Proactively inform and engage the legislature and implement 2014 and 2015 legislation.

- Proactively and strategically work with relevant state agencies to deliver services to students' and families' overall well-being, so schools can attend to students' educational needs.

Next, to build relationships and cohesiveness amongst staff that are developing the Plan, a transparent communication process is in place. Communication protocols are established for the SSIP team, including agenda development, meeting minutes, and action item assignments. Staff meet regularly in small and larger group teams to develop this work. Directors have provided clear expectations and responsibilities for team members, including establishing goals, timelines, and support to develop the Plan.

Lastly, in order to provide opportunities for feedback from ODE staff or stakeholder groups that haven't been represented on SSIP work teams, ODE will intentionally select communication channels to reach targeted stakeholders and public audiences. Stakeholders will help to identify whose input is missing. Also, ODE will maximize use of available communication strategies, including but not limited to:

- ODE Website: ODE maintains a dynamic website to provide up-to-date information to districts, families, community members, and the general public at <http://www.ode.state.or.us>.
- Newsletters: The various ODE offices maintain regularly published newsletters with information to support district efforts.
- Listservs: The Office of Student Services maintains a Director listserv to update district special education directors and EI/ECSE program coordinators on announcements, deadlines, opportunities, and resources.
- Special Education Administrators Annual Fall Conference sessions: In 2015, ODE EI/ECSE staff presented a session at the ODE Special Education Administrators Annual Fall Conference on EI/ECSE SSIP activities. This was an opportunity to both share and collect information and feedback on Phase I of the SSIP and planning for Phase II. The annual fall conference will continue to be a venue for sharing and collecting information about the Plan and its progress.

***How will stakeholders be involved in implementation and what are their decision-making roles during the planning stage?***

As reported in Phase I, on November 7, 2013, 63 stakeholders had a decision-making role in APR target setting and dialogue on SSIP content. Following a review of past APR data, input was sought for targets for the 2013-2018 APR/SPP. Stakeholders were also presented with information on the development of the B17 and C11 State Systemic Improvement Plan and the determination of the State-Initiated Measurable Results.

The focus of the November 7, 2014 general stakeholder meeting was the presentation of the ODE data analysis in the framework of the SSIP to the 31 stakeholders in attendance. Feedback from the participants regarding their support of the data analysis, infrastructure analysis, and the proposed SIMR for the Part C (EI/ECSE) and Part B SSIP was gathered via discussion and a written poll. Thirty of the thirty-one stakeholders chose to fill out the poll with all 30 respondents choosing the option that they would support the SSIP process and the proposed SIMR.

On November 6, 2015, 37 stakeholders gathered to participate in updates on current Legislative bills, and dialogue about Phase II of the SSIP. Stakeholders reviewed the new parent survey, discussed the Developmental Delay Eligibility Category, offered input on the SPR&I Restructuring (System Performance Review & Improvement), reviewed the APR/SSIP FFY 2013 Results and Rating, and discussed Phase II of the SSIP.

Oregon continues to involve stakeholders in its decision-making process during the SSIP planning stage through several existing efforts, including the State Interagency Coordinating Council (SICC) and the annual Stakeholders meetings. Among those invited to the annual Stakeholders Meeting are parents, representatives of school districts, Early Intervention/Early Childhood Special Education (EI/ECSE) service providers, education service districts (ESDs), higher education, charter schools, private schools, and state agencies.

The State Interagency Coordinating Council (SICC) was established to ensure interagency coordination and to support the ongoing development of quality statewide services for young children and their families (by Authority of IDEA and ORS 343.499). The Council advises, advocates, and collaborates on state, local and individual levels to maximize each child's unique potential and ability to participate in society. The Council works to improve the quality of life, according to

each family's value system. Responsibilities include advising appropriate agencies on unmet needs in early childhood special education and early intervention programs for children with disabilities; reviewing and commenting publicly on any rules proposed by the State Department of Education and the distribution of funds for the services; assisting in developing and reporting data on and evaluation of the programs and services; assist in the development and implementation of policies that constitute a statewide system; assist all appropriate agencies in achieving full participation, coordination, and cooperation for implementation of statewide system; ensure provision of interagency agreements are carried out; review and comment on services and policies regarding services to assure cost-effective and efficient use of resources; and assist the department in the resolution of disputes.

Membership includes parents of children with disabilities under the age of 12 years receiving EI/ECSE services; public or private providers of early intervention and early childhood special education services; one member of the Legislative Assembly; personnel preparation; state agencies involved in the provision of services for preschool children with disabilities including, the Department of Education-Early Intervention/Early Childhood Special Education-Homeless Education, Office of Family Health, Seniors and People with Disabilities, a representative from Head Start, Early Head Start, Migrant Head Start, Tribal Head Start, Office of Childcare, Early Learning Council, Oregon Council of Developmental Disabilities, Parent Training and Information Center-FACT, Department of Consumer and Business Services Insurance Division, Department of Human Services-Health Services, the Child Development and Rehabilitation Center of the Oregon Health Sciences University; a representative from the State Advisory Council for Special Education, the State Coordinator for Homeless Education, Oregon Health Authority including Children's Mental Health and Addiction Services, State Medicaid Program, and Office of Medical Assistance Programs.

This distinctive membership offers the State access to wise counsel comprised of multiple agencies, offices, citizens, and officials. The SICC focused on SSIP updates and informing the infrastructure developments and the evaluation plan at their March 11, 2016 meeting. Council members provided valuable input on the importance of using independent measures, as well as recommendations on how to improve both teacher and parent components of the interview tool. The SSIP team members then met in small groups to integrate SICC feedback into the Plan prior to submission to OSEP.

Oregon is fortunate to have the continued involvement of many individuals and groups, at their request, as the State moves forward in the development of Phase II of the State Systemic Improvement Plan (SSIP). The Department maintains positive, collaborative relationships with other agencies and a varied group of committed stakeholders. Quite simply, they help us to be better as they offer their priceless guidance and input, integrity and commitment. Their engagement, contributions, and support have been invaluable in the development of this Plan's components, from the infrastructure development to the evaluation plan.

**2(c) Specify how the State will involve multiple offices within ODE (and other State agencies) to support EI/ECSE programs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.**

Multiple offices at ODE have been and will continue to be integral in the development of the SSIP, including SSIP scaling up activities. Early childhood (EC) partners such as Head Start, Early Head Start, Home Visiting Programs and Child Care participated in selecting Oregon's EI/ECSE State Identified Measurable Result (SIMR); to increase the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age five. All of these early childhood partners expressed strong support for the SIMR and interest in its on-going development. Many partners share similar aspirations for children in their programs. At this stage in ODE's SSIP most support comes from EC partners at the local program level as EI/ECSE collaborate with them to implement the selected evidence based practices. ODE anticipates that as these practices are implemented with fidelity across early childhood settings other state offices, such as the Early Learning Division, will join with ODE to scale-up and sustain the work.

ODE's implementation plan is concentrating its initial scaling efforts on vertical alignment across early childhood settings in selected geographic areas (implementation sites). ODE will systematically implement the selected practices in vertical slices (transformation zones) that include 1) home, 2) ECSE classroom, 4) Head Start or Oregon Prekindergarten or Promise Preschool, 5) community preschool, and 6) child care. These settings comprise a transformation zone that is representative of early childhood as a whole and increases the likelihood of sustainability. Horizontal scaling will also occur but with the understanding that ODE's intent is to create transformation zones in each implementation site to institutionalize the practice in all early childhood settings.

**How will the multiple offices within ODE and other State agencies ensure that the steps and specific activities occur within the timelines?**

The activities of the SSIP fall under the umbrella of ODE's Strategic Plan which was developed to guide Oregon in reaching high goals for its children. Goal 1 of the Strategic Plan provides a solid foundation for ODE's SSIP work and its connection to its Part C SIMR is clear in the objectives:

- Goal 1-Learners: Every student graduates from high school and is ready for college, career, and civic life.
  - Objective 1: Integrate early learning programs and providers across the relevant state agencies so every student enters kindergarten ready to learn. Strategies: Coordinate early childhood programs around the state and at ODE to improve services for early learners; Implement kindergarten assessment.
  - Objective 5: Improve quality of special education services to close achievement gaps. Strategies: Support effective professional development on quality instruction for all educators; Provide integrated and targeted technical assistance to districts in support of Special Education services.

Leadership at ODE are currently reviewing and re-working the strategic plan for 2015-2017. The goals and objectives for Learners (Goal 1) remain, with an increased and intensive focus on all children entering kindergarten ready to learn and reading by third grade. The goals are reviewed periodically to assess progress toward all outcomes. These reviews use a systematic process by which education leaders can drive progress and deliver results. It also ensures that planned steps and specific activities, including SSIP activities, occur within the timelines. ODE EI/ECSE staff are assigned to completing, monitoring and collecting data from activities of the SSIP and position descriptions and performance goals have been revised to include the work of the SSIP as an integral part of employment responsibilities.



### Phase II Component #3: Evaluation

**3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for children with disabilities and their families.**

***Will the evaluation be handled internally or externally, and are sufficient resources identified to conduct it?***

The SSIP will be primarily evaluated internally by ODE staff, with input and assistance from the EI/ECSE programs that are implementing the coherent improvement strategies as well as from staff at the EI/ECSE data center, ecWeb. ODE and the EI/ECSE programs have sufficient staff to complete evaluation tasks, and ecWeb has adequate financial support from ODE as well as staff to support the SSIP and the SIMR.

***What are the identified measurable inputs (resources), outputs (strategies and activities), and short and long term outcomes?***

The following table uses a logic model to display the inputs, outputs and short, intermediate and long term outcomes of Oregon’s SSIP. Each is aligned with one of Oregon’s coherent improvement strategies (numbered in the far left-hand column).

Improvement Strategy 1: Provide effective services to address social-emotional and approaches to learning skills.

Improvement Strategy 2: Identify and implement infrastructure changes that will support and sustain teaching social-emotional and approaches to learning skills to young children with disabilities.

Improvement Strategy 3: Implement a data system that effectively measures long and short term social-emotional and approaches to learning skills of young children.

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
1	ODE EI/ECSE staff  CPS and EC PBIS+ experts  Evaluation tool to assess training plan  Stakeholders  Time  Survey results	Develop State plan to implement CPS and EC PBIS+ practices and consider a 3 <sup>rd</sup> practice	State plan developed and reviewed with stakeholders	The State office develops a plan to develop a system for training and coaching that includes selection of implementation sites, a process of training staff of implementation sites, a process for training coaches, and a system of learning communities and supports.		
1	ODE EI/ECSE Director	Analyze and prioritize funding	Funding available for	The State		

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
	Financial reports Spending plans Federal Funds	available for implementing the plan.	providing training and coaching	repurposes EI/ECSE discretionary funds to support implementation training and support to selected implementation sites.		
1	EI/ECSE Director Assistant Superintendent of Student Services Education Specialists position descriptions ODE Human Resources	Analyze and prioritize job responsibilities of two Ed Specialist positions.	Education Specialist duties realigned to address SSIP components.	The State repurposes State Education Specialist positions to provide support and ongoing training.		
1	TA from ECPC to develop, conduct and summarize EI/ECSE needs assessment EC Summer Institute planning committee Venue for EC Summer Institute EC summer Institute course content Federal Funds ODE EI/ECSE Personnel Lead	Initiate and institutionalize an annual Early Childhood Summer Institute that provides professional development for the early childhood workforce.	Annual Summer Institute occurs		The State has infrastructure and formats for ongoing training and coaching in selected practices.	
1	Knowledge of coaching models Content experts	Develop an evidence based coaching program for providing on-going coaching and support to implementation	Coaching model selected and implemented			

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
	Stakeholders Evaluation tool to assess coaching plan ODE EI/ECSE staff	teams.				
1	Survey results Criteria developed to select participants Curriculum content Content specialists/trainers Course evaluation measures ODE EI/ECSE staff Federal funds	EI/ECSE teachers from selected sites attend training on selected practices.	Implementation teams identified and trained in selected practices  Implementation teams demonstrate improved knowledge/skill in selected practice	EI/ECSE teachers have improved practices for teaching social emotional and approaches to learning skills to children.		
1	Fidelity checklist/observation measure Implementation team interview protocol Coaching interview protocol Implementation team to coach feedback loop ODE EI/ECSE staff Federal funds	Evidence based coaching model is used for providing on-going coaching and support to implementation teams.	Implementation teams will implement and improve skills in selected practice by receiving on-going coaching.			

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
1	<p>Content experts</p> <p>Fidelity Implementation Measure</p> <p>ODE EI/ECSE staff</p> <p>Federal funds</p>	Fidelity of selected practices is measured	Selected practice implemented to fidelity		EI/ECSE teachers implement with fidelity-selected intervention practices to improve social-emotional and approaches to learning.	
1	<p>Fidelity checklist/observation measure</p> <p>Trained coaches</p> <p>Family and EC partner interview protocol</p> <p>Coaching interview protocol</p> <p>Family and EC partner-to-coach feedback loop</p> <p>Federal funds</p> <p>ODE EI/ECSE staff</p>	Parents and EC teachers from participating sites implement the selected intervention practices.	Selected intervention practices implemented by families and EC partners.		Families and EC partners receive coaching and mentoring to use one of the selected intervention practices with children to teach social-emotional and approaches to learning skills.	
2	<p>Stakeholders</p> <p>Kindergarten Common Core</p> <p>Early Learning Standards</p> <p>Standards expert (outside contractor)</p> <p>ODE PreK to 3<sup>rd</sup> grade Coordinator</p>	Obtain stakeholder input in determining appropriate alignment and content of Early Learning standards and K-3 Common Core State Standards.	Stakeholders provide input to determining alignment of Early Learning and Kindergarten Common Core State Standards.	The State aligns early learning standards and K-3 Common Core State Standards that include social-emotional and approaches to learning skills.		

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
	ELD PreK transition Coordinator State general funds					
2	Names of possible reviewers (individuals and groups) Draft standards Standards expert (outside contractor) ODE PreK to 3 <sup>rd</sup> grade Coordinator ELD PreK transition Coordinator State general funds	Draft and finalize standards including approaches to learning and social emotional skills	Aligned standards drafted and finalized			
2	Stakeholders Format samples Standards expert (outside contractor) ODE PreK to 3 <sup>rd</sup> grade Coordinator ELD PreK transition Coordinator State general funds	Determine format for publishing standards.	Format for standards selected	The State publishes aligned early learning standards and K-3 Common Core State Standards that include social-emotional and approaches to learning skills.		
2	Finalized standards ODE PreK to 3 <sup>rd</sup> grade Coordinator	Publish standards	Standards published			

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
	<p>ELD PreK transition Coordinator</p> <p>State general funds</p>					
2	<p>Published standards</p> <p>Stakeholders</p> <p>ODE PreK to 3<sup>rd</sup> Grade Coordinator</p> <p>ELD Child Care Training staff</p> <p>ELD PreK transition Coordinator</p> <p>State general funds</p>	<p>Develop post on-line materials for teachers on how to use the standards.</p>	<p>On-line training posted</p>		<p>The State implements aligned Pre K through 3<sup>rd</sup> grade learning standards that include social-emotional and approaches to learning skills.</p>	
2	<p>Current national standards (CEC and NAEYC)</p> <p>Consultation from TA providers with ECPC (Early Childhood Personnel Center) through University of Oregon</p> <p>EI/ECSE Personnel Lead</p> <p>Stakeholders</p> <p>ODE EI/ECSE Personnel Lead</p>	<p>Revise EI/ECSE competencies, and add social-emotional and approaches to learning competencies for ODE Authorization of EI/ECSE personnel.</p>	<p>EI/ECSE competencies are revised and include social-emotional and approaches to learning competencies.</p>	<p>The State revises the EI/ECSE competencies to include teaching social-emotional and approaches to learning skills.</p>		
2	<p>EI/ECSE Contractors</p> <p>Consultation from TA providers with ECPC (Early Childhood</p>	<p>Align revised competencies with a personnel evaluation tool used by EI/ECSE Contractors.</p>	<p>EI/ECSE competencies aligned with Danielson Framework (personnel evaluation tool widely</p>		<p>EI/ECSE teachers meet competencies for teaching social-</p>	

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
	Personnel Center) Danielson Framework ODE EI/ECSE Personnel Lead		used by EI/ECSE) programs).		emotional and approaches to learning skills.	
2	EI/ECSE Contractors Revised Competencies ODE EI/ECSE Personnel Lead Venues to share requirements	Require revised competencies to be addressed in yearly professional development plans with EI/ECSE specialists, supervisors, and assistants.	Revised competencies addressed in yearly professional development planning in EI/ECSE programs			
	Higher Education Stakeholders EI/ECSE Personnel Lead	Review revised competencies with Higher Education stakeholders.	Higher Education Stakeholders have information about revised EI/ECSE competencies to include in pre-service training.			
2	ODE Authorization review committee members ODE EI/ECSE Personnel Lead	Include social-emotional and approaches to learning competencies in ODE Authorization certification.	ODE Authorization certification includes competencies in social-emotional and approaches to learning.			
3	Stakeholders EI/ECSE Contractors ODE EI/ECSE staff ODE EI/ECSE ecWeb Lead	Determine the need to improve data system by comparing to previous Oregon child outcome data and current national child outcome data.	Stakeholders, EI/ECSE contractors and ODE EI/ECSE staff agree to adopt the Brookes sort of AEPS items and use of 80% metric.	The State analyzes the revised data summary process to determine its effectiveness in measuring social-emotional and approaches to learning skills.		

Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
3	ecWeb Director EI/ECSE Contractors EI/ECSE County Coordinators ODE EI/ECSE ecWeb Lead	Create child outcome data system in ecWeb to record all AEPS goals and objectives.	An expanded child outcome reporting system that includes all AEPS goals and objectives	The State revises the AEPs data summary process to better measure social-emotional and approaches to learning skills.		
3	ecWeb Director Child Outcomes workgroup University of Oregon post-doc researcher ODE EI/ECSE ecWeb Lead	Create new analysis and reports using Brookes child outcome sort at 80% metric.	A revised child outcome reporting system that uses a new child outcome sort at 80% metric			
3	Stakeholders Literature review results AEPs review results ecWeb Director Child Outcomes workgroup ODE EI/ECSE ecWeb Lead	Examine AEPS I and II for approaches to learning skills in domains outside of social emotional domain and consider creating "Fourth Bucket" for reporting these data.	A decision on utilization of a "Fourth Bucket" to separately report social-emotional and approaches to learning skills		The State has an improved data system and format for reporting social-emotional and approaches to learning child outcomes for children receiving EI/ECSE services.	
3	ODE EI/ECSE ecWeb lead ecWeb Director ODE Assessment and Accountability staff	Identify children who received EI/ECSE services that participate in the Kindergarten assessment.	Disaggregated Kindergarten assessment data by EI/ECSE participation		The State has a process for disaggregating Kindergarten Assessment data by	



Improvement Strategy	Inputs	Outputs		Outcomes - Impact		
		Activities	Participation	Short	Intermediate	Long
					children who received EI/ECSE services.	
3	EI/ECSE child outcome data  Kindergarten assessment data  ODE EI/ECSE ecWeb lead  ecWeb Director  ODE Assessment and Accountability staff	Refine the set of children who received EI/ECSE by those who participate in the K assessment and child outcome entry/exit assessment.	Disaggregated data by both Kindergarten assessment and EI/ECSE outcomes data			
3	Stakeholders  EI/ECSE Contractors  ODE EI/ECSE ecWeb lead  ecWeb Director	Identify formative assessments used to track child progress in each improvement practice and/or create process for using interim AEPS data for child progress monitoring.	Formative assessment(s) are identified.		The State has a formative assessment process of measuring short term social-emotional and approaches to learning skills of young children.	
3	Stakeholders  EI/ECSE child outcome data  Kindergarten assessment data  ODE EI/ECSE ecWeb lead  ecWeb Director	Annual analysis of EI/ECSE child outcome and K assessment data in social-emotional and approaches to learning skills				Increase the rate of growth in social-emotional and approaches to learning skills for children with disabilities, birth through age 5.

**What are the links between the evaluation and the theory of action and other components of the SSIP? For example has the State formulated evaluation questions that test its theory of action (e.g. A question for each activity that asks, “To what extent did [an activity] produce a change in [an outcome]”) as well as questions to gauge progress in implementation of coherent improvement strategies (e.g., To what extent were milestones in implementation [# of sites, # of implementers trained to criterion, proficiency on fidelity measures, # of coaches employed] reached on schedule)?**

Oregon’s Theory of Action and its evaluation outcomes and procedures are closely aligned. ODE began evaluation planning by using its Theory of Action to formulate evaluation questions, processes and measures. The short, intermediate and long term outcomes described in the logic model were fashioned out of questions derived from this process. The following is an illustration of Oregon’s Theory of Action and a description of how the graphic illustration is related to the SSIP components.

# Theory of Action Part C

If ODE provides technical assistance and financial support for EI/ECSE programs to fully implement evidence-based strategies targeting social-emotional and approaches to learning skills,

And, if EI/ECSE programs implement, with fidelity, evidence-based strategies for teaching social-emotional and approaches to learning skills,

Then, the percentage of young children with disabilities demonstrating growth in social-emotional and approaches to learning skills will increase.

The first arrow of Oregon's Theory of Action illustrates the supports that ODE will provide EI/ECSE programs to facilitate the implementation of evidence-based practices targeting social-emotional and approaches to learning skills. Technical assistance will include intensive training opportunities in selected strategies and the support of trained coaches to assist in the implementation of strategies with fidelity.

Evaluation questions related to the first arrow are:

1. Did ODE provide effective technical assistance? How much, what methodology, what was the specific content, what was the cost? What was the participation rate of implementation site staff? Did their skills or knowledge level improve as a result of the technical assistance or training? From these questions, ODE formulated its measures (interviews with implementation site participants, pre/post knowledge and skills, documentation of content of TA, cost, frequency, and timeliness).

2. Did ODE provide effective financial assistance to implementation sites? How much financial assistance was provided? How were the funds used? How many coaching positions were supported with the funds? How was the financial assistance helpful to the implementation sites? These questions helped ODE formulate evaluation measures related to the amount of funding for each implementation site, how funds were used, and how the funds helped with implementation of the evidence-based practices.

The second arrow of the graphic illustrates EI/ECSE programs selecting and implementing specific strategies for teaching social-emotional and approaches to learning skills. Ongoing training and coaching support will be needed to ensure programs will implement strategies with fidelity. Evaluation questions related to the second arrow are:

1. Did programs implement the practice? How well was the practice implemented? With how many children? Parents? EC partners? How many sites? Did some sites implement better than others? If yes, why? Measures formulated or adopted from these questions included evaluation tools to measure fidelity of implementation, number of sites, number of children, number of parents, number of EC partners and number of EI/ECSE teachers implementing the practice.
2. How supportive are program staff and families about implementing the practice? Do staff and families feel that implementing the practice is worth the investment of time and resources? Are there hidden costs to implementing the practice (money, time)? Are there other benefits to implementing the practice that are not being measured? To address these questions, ODE formulated interview questions to obtain feedback from implementation site participants including families and EC partners.

The third arrow indicates if programs receive the needed supports and implement those supports with fidelity, children who receive EI and ECSE services will demonstrate greater growth in social-emotional and approaches to learning skills. Questions related to the third arrow center on whether or not implementation of the practice make a difference in the social-emotional and approaches to learning skills of children who receive EI/ECSE services. Evaluation questions include:

1. Did social-emotional skills increase? Did approaches to learning skills increase? How do the data from the implementation sites differ from non-targeted sites? How do the data from implementation sites differ between the selected evidence-based improvement practices? ODE will use formative assessment, EI/ECSE child outcome data and Kindergarten assessment data to answer these questions.

**3(b) Specify how the evaluation includes stakeholder involvement and how information from the evaluation will be disseminated to stakeholders.**

Stakeholders from small and large stakeholder groups have been involved with review of critical components of the SSIP and will continue to be involved in the future. Evaluation information is disseminated through meetings, email, and meeting website postings. The following is a description of stakeholder groups that have given and will continue to provide input to SSIP evaluation.

EI/ECSE Contractors: ODE contracts with eight Education Service Districts (ESDs) and one school district to provide EI/ECSE services to children with disabilities throughout the State. The Contractors either provide services directly or subcontract with other education entities to provide the services. The EI/ECSE contractors have been involved with the SSIP since the beginning and have provided advice to ODE on all SSIP components including evaluation. Thus far, Contractors have reviewed and provided recommendations on the CPS training plan, given input on a revised AEPS data summary process by determining to use the Brookes sort and application of the 80% metric to the data, reviewed and recommended changes to the EI/ECSE competencies and reviewed and analyzed annual child outcome data. In the future, Contractors will be asked to assist in developing the coaching model selection criteria, providing recommendations on the EC PBIS+ training plan, refining the implementation site selection criteria, reviewing and selecting formative assessment measures, considering additional revisions to the AEPS data summary process and providing suggestions for improving the data system and format for reporting social-emotional and approaches to learning outcomes. The contractors will provide periodic feedback to ODE on the improvement plan and selected practices for improving social-emotional and approaches to learning child outcomes. They will participate in annual analysis of EI/ECSE outcome and kindergarten assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Data will be shared with Contractors at every other month via meetings, email, and web postings.

State Interagency Coordinating Council (SICC): The SICC ensures interagency coordination and supports the ongoing development of quality statewide services for young children and their families. The SICC also advises, advocates, and collaborates on State, local and individual levels to maximize each child's unique potential and ability to participate in society. The SICC has been involved with the SSIP by reviewing improvement activities and selected practices, providing input on a revised AEPS data summary process, reviewing AEPS child outcome data to provide suggestions for improvement, and providing suggestions for evaluation tools to measure changes in classroom practices and feedback from parents. Going forward, the SICC will be involved in evaluation activities related to coaching model selection criteria, providing recommendations on the EC PBIS+ training plan, refining the implementation site selection criteria, selecting formative assessment measures, and providing suggestions for improving the data system and format for reporting social-emotional and approaches to learning outcomes. On an annual basis the SICC will analyze and provide comment on the EI/ECSE outcome and kindergarten assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Data will be shared with the SICC via bi-monthly meetings, emails, and web postings.

Early Learning Division (ELD): The ELD is a division of ODE that supports Oregon's young children and families through administration of the Office of Child Care, Oregon Prekindergarten program, Promise Preschools, and other early learning programs. The ELD was involved in the initial phases of the SSIP by participating in meetings to analyze EI/ECSE data, infrastructure and giving input to the SIMR. Further participation will include reviewing and giving input on implementation plans, reviewing and selecting formative assessment measures, and annual analysis of EI/ECSE outcome and Kindergarten entry assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Data will be shared with the ELD at their weekly management team meetings that include the ODE EI/ECSE Director.

Early Childhood Positive Behavioral Intervention and Supports (EC PBIS) work group: The EC PBIS work group is comprised of EI/ECSE Behavior specialists representing each of the nine Oregon contract areas, two EI/ECSE Contractor managers, and a liaison from ODE. The work group has been essential in implementing PBIS in Oregon with the EI/ECSE population and continues to address social/emotional/behavioral concerns, topics, and projects identified by the EI/ECSE contractors. The work group drafted the EC PBIS implementation survey to determine EI/ECSE program implementation status of EC PBIS and to collect information on strategies used to teach social/emotional and approaches to leaning skills. The work group will assist in analyzing the survey data, developing the coaching model selection criteria, selecting formative assessment measures and analyzing annual EI/ECSE outcome and K assessment data in social emotional and approaches to learning skills disaggregated by improvement practice sites. The work group has been apprised of SSIP activities throughout Phase I and II. It continues to be an integral part in the implementation and evaluation of social/emotional/behavioral components and related fidelity measurements that fall under the SSIP umbrella. Data will be shared with the work group at its quarterly meetings. The ODE liaison will continue to provide ongoing information and assignments related to the SSIP.

Early Learning and Kindergarten Standards Alignment work group: This work group includes kindergarten teachers, childcare providers, Head Start directors, EI/ECSE and school-age special educators, representatives from non-profit organizations, university researchers, specialists from State departments, and others. Basing the work on the newly revised Head Start Early Learning Outcomes Framework and the Common Core State Standards for kindergarten, the group has collaborated on clear developmental progressions and expectations for learning that address the domains of language, literacy, mathematics, social emotional development and approaches to learning. The project has resulted in the creation of new standards for kindergarten in the areas of social and emotional development and approaches to learning. Upon completion of the alignment in spring of 2016, the workgroup will continue to inform training and professional development to assist early learning professionals and kindergarten teachers in implementation of the standards. EI/ECSE systems and outcome data regarding approaches to learning and social and emotional development will be a key consideration to design effective supports for professionals working with young children in these domains.

Large Stakeholder Group: Every November, a large stakeholder group is convened at the ODE offices to review and provide comment on a range of policies and issues important to the administration of Part B and Part C services in Oregon. Among those invited are parents, representatives of school districts, EI/ECSE service providers, education service districts (ESDs), higher education, charter schools, private schools, and State agencies. Members of the State Interagency Coordinating Council (SICC) and the State Advisory Council for Special Education (SACSE) also participate. In fall 2015, this group reviewed and approved ODE's proposed revisions to the AEPS data summary process. In future annual meetings, the large stakeholder group will review and comment on improvements to the child outcome data system and format for reporting social-emotional and approaches to learning outcomes, and the EI/ECSE outcome and Kindergarten entry assessment data in social-emotional and approaches to learning skills disaggregated by improvement practice sites. Information will continue to be provided to this work group through annual meeting announcements, meetings, emails, and web postings.

EI/ECSE program practitioners: Every fall, ODE EI/ECSE and school age special education staff provides training and technical assistance to school districts, educational service districts and EI/ECSE programs throughout the State. Topics focus on the use of Oregon's System Performance and Review and Improvement monitoring mechanism, SPP/APR indicators, and issues related to general supervision. The fall 2015 training included SSIP updates and a discussion on the area of focus for the SIMR. The fall 2016 training will include a status update on the SSIP and an opportunity for feedback from participants on implementation training plans and commonly used formative assessments.

**3(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).**

**3(d) Specify how the state will use the evaluation data to examine the effectiveness of the implementation; assess the progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.**

ODE will use the Plan, Do, Study, Act (PDSA) method of improvement to build program implementation of the selected practices to reach its SIMR. Evaluation of the improvement process, implementation of practice and progress toward the SIMR will drive changes to the plan including adjustments to any of the implementation drivers: Competency (training, coaching, selecting implementation sites); Organization (process data, outcome data); and Leadership (technical challenges and adaptive challenges). The following table describes the data collection methods ODE will use, how the data will be analyzed, how the data analysis will be used to evaluate the SSIP and progress toward the SIMR, how often data will be reviewed and who will participate in the data review and plan adjustment process.

<b>Data Collection Method</b>	<b>How will Data be Analyzed</b>	<b>How will data analysis be used to evaluate implementation and outcomes of the SSIP and progress toward the SIMR?</b>
Stakeholder Reviews and Recommendations	Gathered and summarized	Used to identify most the common recommendations for changing process, procedure, content or structural organization of the improvement strategy.  <b>How often will data be reviewed?</b> After each stakeholder review.  <b>Who will participates in the review:</b> ODE staff
Participant lists, meeting agendas, number of coaching sessions, and number of teachers receiving training	Aggregated by event or type of participant	Used to determine interest and investment in implementation strategy.  <b>How often will data be reviewed?</b> Every six months  <b>Who will participates in the review:</b> ODE staff, trainers and coaches
Criteria for approval	Analyzed to determine if criteria are met	Used to confirm plan, system, or product meets criteria or to make adjustments.  <b>How often will data be reviewed?</b> After draft is developed  <b>Who will participates in the review:</b> ODE staff and plan, system or product developer
Selection criteria (e.g., implementation sites, coaching method)	Analyzed to determine if criteria are met	Used to select sites, coaching method, etc.  <b>How often will data be reviewed?</b> When selecting implementation sites, coaching method or other selection activity

Data Collection Method	How will Data be Analyzed	How will data analysis be used to evaluate implementation and outcomes of the SSIP and progress toward the SIMR?
		<b>Who will participate in the review:</b> ODE staff and stakeholders
Interview of implementation site staff (including administrators), families, EC partners, coaches and content experts	Aggregated by role (e.g., family, EC partner) and analyzed by data trends	Used to improve training or coaching methodology.  <b>How often will data be reviewed?</b> Annually  <b>Who will participate in the review:</b> ODE staff, trainers, coaches and stakeholders
Pre/Post knowledge or skill tests	Comparison of test scores	Used to determine if participants have learned training content and skills. Data indicates success or need for improvement of training.  <b>How often will data be reviewed?</b> After each training event  <b>Who will participate in the review:</b> Trainers and ODE staff
Training satisfaction evaluations	Aggregated by level of satisfaction	Used to improve content, presentation content or presentation style for next training event.  <b>How often will data be reviewed?</b> After each training event  <b>Who will participate in the review:</b> Trainers and ODE staff
Status or level of practice survey (e.g., use of EC PBIS+ in programs)	Aggregated by level of practice, analyzed by areas of strengths and needed improvement	Used to identify possible implementation sites and to determine implementation start point.  <b>How often will data be reviewed?</b> After surveys aggregated  <b>Who will participate in the review:</b> ODE staff
Fidelity Implementation Measures	Aggregated and analyzed by implementation level achieved in sites	Used to confirm implementation of practice and to adjust training plan, professional development, and coaching.  <b>How often will data be reviewed?</b> Two times a year  <b>Who will participate in the review:</b> ODE staff, and trainers, coaches, implementation site participants



Data Collection Method	How will Data be Analyzed	How will data analysis be used to evaluate implementation and outcomes of the SSIP and progress toward the SIMR?
Child formative assessment	Analyzed by implementation site	<p>Used to determine success of improvement practice and to adjust training plan, professional development, and coaching.</p> <p><b>How often will data be reviewed?</b> Yearly</p> <p><b>Who will participates in the review:</b> ODE staff, coaches, implementation site participants</p>
Child outcome data in social-emotional and approaches to learning (e.g., AEPS, Kindergarten Assessment)	Aggregated and analyzed by selected practices and implementation site	<p>Used to compare selected practices and implementation sites to state data.</p> <p><b>How often will data be reviewed?</b> Yearly</p> <p><b>Who will participates in the review:</b> ODE staff, coaches, implementation site participants, EI/ECSE contractors and stakeholders</p>

## State Systemic Improvement Plan: Oregon

### Phase II Technical Assistance and Support

**Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for LEA implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.**

Our first technical assistance session for the initial development of Phase I of the SSIP occurred in August of 2014 with an onsite-visit from OSEP staff members. Oregon took advantage of this opportunity in order to clearly learn about the direction and focus of the SIMR. Marion Crayton, Curtis Kinnard and David Egnor met with our team over two days to set the stage for the development of Phase I. The onsite work was very helpful and allowed for important and frank conversations.

During this past year, the State took advantage of multiple and varied TA sources to assist in developing and implementing an effective SSIP, including:

- Fall 2015 visit from OSEP Oregon Part B State Lead Marion Crayton, inclusive of support from TA providers (Cesar D'Agord and Dona Meinders of WestEd, and Bill Huennekens of AEM Corp.) This year's visit complemented and built on previous year's visit from OSEP.
- Four staff members from the ODE SSIP Team (Lisa Darnold, Alan Garland, Nancy Johnson-Dorn, Bruce Sheppard, and Laura Petschauer) attended Phase I SSIP Training in Albuquerque, New Mexico in May 2015.
- In October of 2015, State Interagency Coordinating Council parent members Amanda Stanley and Cassandra Trout attended the DaSY Family Data Institute: The Role of Families in Data System Initiatives for Part C and B.
- Participated in monthly consultation sessions with the Early Childhood Personnel Center (ECPC) to revise EI/ECSE competencies to align with national standards.
- Developed SSIP sections by working in evaluation tools, action templates, and logic models provided by TA partners Cesar D'Agord and Dona Meinders of WestEd, and Bill Huennekens of AEM Corp.
- Received feedback on draft evaluation plan from TA providers Cesar D'Agord and Dona Meinders of WestEd.
- Participated in regularly scheduled, monthly TA calls with OSEP Oregon Part B State Lead Marion Crayton, and OSEP Oregon Part C State Lead Amy Bae. These meetings provided the opportunity to provide status updates on Oregon's SSIP development, as well as receive direct assistance and have specific questions addressed.
- Participated in webinars hosted by OSEP and the National Center for Systemic Improvement.
- Accessed and utilized TA materials from the Early Childhood Technical Assistance Center (SSIP Process Guide, Communicating the Plan).

For Oregon, the most effective TA support will be built on the strategies that we have already started:

- Continued support from TA partners Cesar D'Agord and Dona Meinders of WestEd, and Bill Huennekens of AEM Corp. as the State moves forward with Phase II and looks ahead to preparing for Phase III.
- Continued participation in TA webinars provided by OSEP and TA partners.
- Onsite visit from OSEP team partners.

Participation in specific technical assistance opportunities offered by the centers, such as IDC's Interactive Institutes, and professional learning groups.

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