



MISSOURI PART C INDICATOR 11: STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

2013-14 through 2018-19



Phase III (Year Two) - Submitted March 29, 2018

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Missouri Part C State Systemic Improvement Plan Phase I, II and III Overview

Phase I (i.e., April 2014 to March 2015) consisted of an extensive analysis of aspects related to child outcomes. The state identified the collection and determination of Early Childhood Outcomes (ECO) was not consistent within or between regions in the state, not frequent enough to accurately report progress between entry and exit, and not meaningful to the Individualized Family Service Plan (IFSP) team and service delivery. These three aspects were determined to be the root cause for data quality issues with the state's child outcome data. To address the root cause, the state considered two existing initiatives to include in the State Systemic Improvement Plan (SSIP): Early Intervention Teams (EITs) and the ECO pilot.

Prior to Phase I, the state implemented EITs to improve the effectiveness and efficiency of service delivery to families participating in Missouri Part C. After the Phase I infrastructure analysis, the state identified EITs as the component of infrastructure to leverage in order to build capacity to improve child outcomes. The state determined the performance of teams, specifically the activities conducted in home visits and the discussions in team meetings, was critical for improving child outcomes.

Also prior to Phase I, the state implemented an ECO pilot to improve the quality of child outcome data. The pilot required IFSP teams to use three key practices: (1) discuss and collect ECO ratings every six months, (2) discuss the child's functioning/progress in person at IFSP meetings, and (3) use questions from the ECO Decision Tree to determine appropriate ratings.

During Phase II (i.e., April 2015 to March 2016), the state conducted the following activities to support the ECO pilot:

- Identified evidence-based practices for young children
- Trained all providers and Service Coordinators in the three pilot regions on procedures used in the pilot
- Implemented an annual needs assessment that included observations of Service Coordinators and providers
- Implemented paid professional development time during team meetings in the pilot regions to enhance discussions about child outcomes

During year one of Phase III (i.e., April 2016 to March 2017), the state conducted the following activities to support EITs in the ECO pilot:

- Scaled up the pilot to two more regions for a total of five of the ten regions in the state
- Increased the use of technology (i.e., webinars, conference calls, Adobe Connect) to share information in a timely manner with professionals in the pilot regions
- Discussed the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals* (see Appendix 2) with key stakeholders to obtain input and considerations for modifications

Missouri Part C State Systemic Improvement Plan Introduction to Phase III (Year Two)

The purpose of Phase III of the SSIP is to evaluate and report on the state's progress in implementing the SSIP. For Missouri Part C, the focus of year two of Phase III (i.e., April 2017 to March 2018) is continuing to build the state's capacity to support the regional system in identifying, implementing, and evaluating the use of evidence-based practices.

The state continues to work on the activities to support the theory of action; however, the state changed the graphic illustration in year two of Phase III (see Appendix 1: *Missouri Part C Theory of Action*). When revising the graphic illustration, the state utilized [several templates](#) available from the Early Childhood Technical Assistance (ECTA) center. The state selected a graphic that aligns with the state's training and sustainability plan, illustrates the connection to school readiness as part of the lead agency's state level initiative, and clarifies the use of evidence-based practices.

Although the graphic illustration for the theory of action changed, the state did not change the direction of the SSIP from year one of Phase III to year two.

Components

The components of Phase III year two are: (1) progress on SSIP implementation, (2) rationale for revisions to the plan, and (3) stakeholder involvement.

The following critical questions guided the evaluation of SSIP activities conducted during year two of Phase III.

- *Component 1 – Progress on SSIP Implementation:* What data are available to indicate progress implementing the SSIP? Were timelines met for implementation? What data are available to indicate progress toward the State-identified Measurable Result (SiMR)?
- *Component 2 – Rationale for Revisions to the Plan:* Have child outcomes changed as a result of implementing SSIP strategies and activities? What revisions, if any, are necessary for the SSIP strategies and activities and why?
- *Component 3 – Stakeholder Involvement:* How are stakeholders involved in evaluation and modification of the state's plan?

Implementation Status

The state identified the Early Childhood Outcomes (ECO) pilot and Early Intervention Teams (EITs) as the two key mechanisms to improve child outcomes. These two activities are in different stages of implementation. For EITs, all ten regions are implementing EIT; however, only five of the ten regions are implementing the ECO pilot. There are three cohorts in the pilot.

- Cohort 1 – One rural and one suburban region. Implementation date was October 1, 2013.
- Cohort 2 – One urban region. Implementation date was October 1, 2014.
- Cohort 3 – One rural and one suburban region. Implementation date was October 1, 2016.

In year two, the state did not scale up the pilot to new regions. Rather, the state focused on the development of foundational materials and collection of implementation data.

Revisions

The state continues to work on a training and sustainability plan to support evidence-based practices in early intervention activities (see Appendix 2: *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*).

As the state disseminated and discussed this graphic with key stakeholders, the state found it was extremely helpful in stakeholder's understanding of the short-term and long-term objectives in the state's improvement plan. Since the training and sustainability plan aligns with the stages of implementation science, state staff also used the graphic to help plan the development and revision of foundational materials. Subsequently, the state reorganized the Phase III (Year Two) report according to this graphic.

When revising the sustainability plan in year two of Phase III, the state utilized technical assistance from the National Center for Systemic Improvement (NCSI) Social-Emotional Outcomes Learning Collaborative. When developing the content specific to social-emotional for the ECO pilot portion of the state sustainability plan, the state utilized the Technical Assistance Center on Social-Emotional Intervention (TACSEI) and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

Once completed, the state will have a variety of resources available throughout the levels of the plan. For example, new providers can begin at the bottom of the state sustainability plan to learn the foundational parts of the program and then move to implementing evidence-based practices and reflective practices. On the other hand, existing providers struggling with practices can be referred to a lower level in the state sustainability plan to target their learning to a specific practice (e.g., service delivery, self-assessment, evidence-based practices for home visits).

The state's sustainability plan is a work-in-progress as the state continues to identify appropriate materials for each implementation stage and topic. The state's evaluation of progress towards short-term and long-term objectives is described in the following report.

Missouri Part C State Systemic Improvement Plan Phase III (Year Two) Report

1. Component One – Evaluation of Progress toward SSIP Implementation

The state designed the evaluation plan to be handled internally by state staff. The evaluation plan connects to stages of implementation science: (1) the initial implementation stages that involve professionals learning and using evidence-based practices (i.e., short-term objectives), and (2) the full implementation stage that involves evaluating the use of evidence-based practices to ensure implementation with fidelity (i.e., long-term objectives).

1.1 Evaluation of Progress toward Short-Term Objectives

The primary strategy for Missouri's SSIP is the implementation of the ECO pilot. There are two short-term objectives related to the implementation of the ECO pilot: (1) developing foundational materials to support early intervention professionals, and (2) ensuring pilot procedures are being implemented with fidelity.

A. Foundational Materials

To date, the state's focus for the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals* has been developing the first level (exploration) in order to ensure sufficient foundational information is available to professionals in early intervention. Each level within the foundational materials contains information in a variety of formats (e.g., written materials, online training modules, video clips highlighting best practice) in order to accommodate different learning styles. In year two of Phase III, the state developed new products for each level in the foundational materials.

To support the **First Steps Program** and **First Steps Service Delivery** levels in the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*, the state updated the design of the online training modules and developed a new online resource library. There are six Part C training modules available through an online portal and accessible to the public. Each module has content, videos and resources about a specific topic (i.e., evaluation/assessment, IFSP, transition, family engagement, service delivery). The redesign of the modules was necessary to update the technology in the platform that houses the videos, but the state used the opportunity to give the modules a modern look and enhance access for users.

As part of the online training module portal, the state disseminated a new resource library in July 2017 to support sustainability through easier access to materials. The state received numerous comments from professionals that the resources embedded in the modules are helpful but difficult to access after the modules are completed. Therefore, the resource library was assembled according to the written documents, short video clips, and website links from all six of the modules. The resource library is accessible without registration or log-in to the portal, which gives users easy access to the resources to learn more about the early intervention process or evidence-based practices.

After the library was released, the state received positive feedback on having one place to look for the resources; however, the state has already received several suggestions on additional ways

to access the resources, such as search by topic or by module functions. By December 31, 2018, the state will add more options for users to search the resource library.

The state reviews the modules on an annual basis to ensure content and resources are up-to-date. Since the resource library is a part of the online portal, when the state removes or adds a resource in a module, it is automatically updated in the library.

In conjunction with the revisions to the online training modules, new guidance was developed to support the state's infrastructure. The guidance was developed with input from System Point of Entry (SPOE) Directors, Service Coordinators, and providers who indicated there were challenges with attendance at team meetings and the facilitation of team discussions.

Therefore, as planned, the state developed two chapters of guidance on early intervention teams: a practice manual chapter for Service Coordinators was released in July 2017 and a chapter for providers was released in January 2018. Through the dissemination of these chapters, the state was able to clarify the expectations of teams and describe incentives for provider participation in team meetings (i.e., mileage reimbursement when providers attend in person, limit reimbursement for participation by phone calls to 15 minutes).

The state has already received input from SPOE Directors and providers on the next chapter of guidance needed to support the foundational materials, which is information on evidence-based practices in home visits. The state will develop this guidance in conjunction with the long-term objectives described below (i.e., practice profiles and coaching system).

B. Pilot Implementation

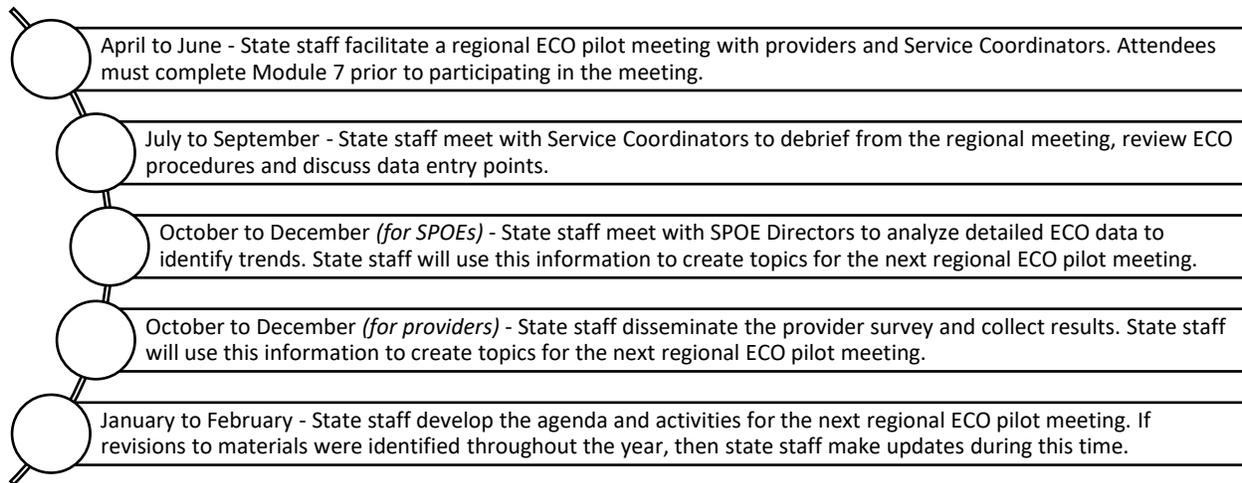
The state has learned valuable lessons since initial implementation in 2013, such as the need to provide more support to professionals as they learn new procedures and practices. Since first scaling up the ECO pilot to Cohort 2 in 2014, the pilot project has gained a lot of interest in the field, and the remainder of the state is anxious to become part of the project. Before the pilot can be scaled up to additional regions, the state needs to remedy some of the challenges with professional development time and team structure by developing additional written and online materials.

i. Pilot Implementation Activities

To support the **Early Childhood Outcomes Pilot** level in the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*, the state developed a new online training module to reinforce the pilot practices. As planned, Module 7: ECO was released in September 2017 to professionals participating in the pilot. Module 7 was developed in the same format as the existing modules, and includes a variety of materials to support professionals in learning and implementing evidence-based practices related to early childhood outcomes. Module 7 includes key concepts for pilot implementation including how to discuss child outcomes with families, when ratings are obtained at IFSP meetings, and who is involved in determining ratings. Currently, the module is available only to professionals in the ECO pilot in order to ensure non-pilot regions do not practice pilot procedures prior to implementing the pilot in their region.

To accomplish the tasks of sharing information and resources with the pilot regions, and collecting feedback from EIT members, the state moved from training professionals to holding discussion groups. The state will begin facilitating regional ECO pilot meetings beginning in April 2018. As explained in last year’s SSIP report, the state planned to begin these meetings last year but this activity was not completed due to turnover in state and regional staff. These meetings will consist of sharing results from recent surveys or data reviews, discussing implementation procedures, creating a professional development plan, and collecting feedback from professionals as key stakeholders in the pilot. Figure 1 depicts the activities related to the regional meetings.

Figure 1: Annual ECO Regional Meeting Activities to Support ECO Pilot Implementation



The state is considering ways to develop connections between content in the online training module and discussions at ECO regional meetings. For example, the completion of Module 7 will be a prerequisite for providers to attend an ECO regional meeting in 2018. Next year, the state will consider using other modules as prerequisites for attending an ECO regional meeting. For example, Module 5 focuses on family engagement and Module 6 describes early intervention teams. Either module could be used to develop talking points for ECO regional meetings as both topics are essential components of the pilot.

In conjunction with the development of Module 7, the state made slight revisions to the ECO Handbook in order to align the handbook with the module. The handbook contains information and examples on the three outcome areas (i.e., social-emotional skills, acquisition of knowledge and skills, appropriate behaviors) and the three evidence-based practices required for the ECO pilot (i.e., discuss outcomes in person at IFSP meetings, use the Decision Tree to determine ratings, and collect ratings every six months).

Revisions to the handbook were made after receiving feedback from SPOE Directors and providers that clarification was needed for the definition of age-appropriate skills, progress measurement, and discussion about child outcomes during IFSP meetings. In September 2017, the SPOE Directors disseminated the updated handbook to all professionals in the pilot. If discussions with professionals result in the need to make additional clarifications, then the state will revise the handbook in 2018-19.

One challenge described in last year’s report is the need for EIT members to be able to access professionals who have experience with infant mental health issues. The state continues to

consider modifying the composition of teams to address this challenge. The change would allow at least one professional with expertise in infant mental health to be a team member in order to better support providers requesting more information related to the social-emotional needs of children and families (e.g., trauma, healthy parent-child relationships, infant mental health, attachment development). The state is collecting input from key stakeholders (i.e., early intervention team members) before making any changes to the composition of teams.

ii. Pilot Implementation Data

Since the initial scale up of the ECO pilot, the state continues to learn more about how to analyze implementation measures and ways to display implementation data. When possible, the state uses existing processes to evaluate implementation data. As explained in Phase II, the state analyzes three data sources related to the pilot implementation:

- ECO pilot data
- Provider and parent surveys
- Observations

For **ECO pilot data**, in previous SSIP reports, the state's method for data collection was entry ratings from pilot regions. In August 2017, the state participated in a NCSI webinar about statistically significant differences. The information shared on the webinar suggested better ways to analyze data to determine differences. The state conducted an in-depth analysis of data from the pilot region using the activities identified in the webinar. The state found when using individual data points instead of averages, it was easier to see outliers such as trends in using a rating of 1 or 5, and differences in the use of not applicable ratings. The state also found in rural regions with small N sizes, it takes at least six months of data collection before changes in the ECO data appear.

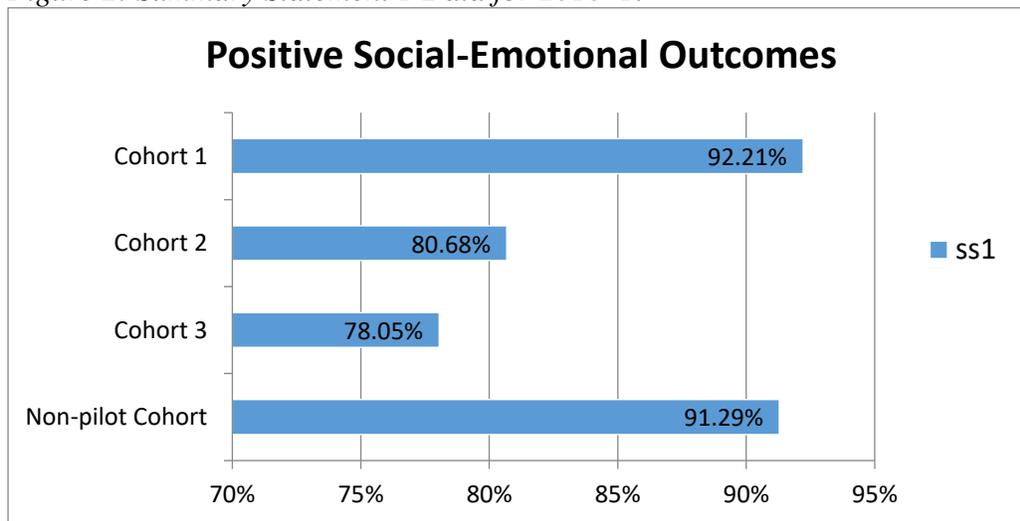
As a result of the in-depth analysis, the state realized, while entry ratings are helpful in evaluating the effect of initial training during the first few months of pilot implementation, the collection of entry ratings alone was not providing a complete data picture. Therefore, the state changed the method in which implementation data are collected and the timeline for data reviews.

In year two of Phase III, the state began tracking summary statement 1 by pilot and non-pilot cohorts. Since data for summary statement 1 is already compiled each year for Indicator 3 of the Annual Performance Report (APR), the state decided analyze pilot implementation data using summary statement 1. The timeline to analyze implementation data is twice a year, in January and July, which aligns with the annual plan for data reviews to support the regional ECO pilot meetings. The implementation measure is statistically significant differences based on the cohort. The fidelity measure will be Cohort 1, the first group to enter the pilot.

Figure 2 represents 2016-17 summary statement 1 data for social-emotional outcomes in pilot and non-pilot cohorts. The data indicate some variance in pilot and non-pilot cohorts. For example, the results for Cohort 3 (78.05%) are somewhat lower than the other cohorts. The state attributes the variance in Cohort 3 to an effect of the initial training on ECO pilot procedures since Cohort 3 recently joined the pilot. Implementation science indicates initial

training of a new procedure will result in an over-correction in practice in order to account for new procedures. As professionals adjust to new practices, the results level out over time. This leveling out is evident in Cohorts 1 and 2 who have been in the pilot for four and three years, respectively.

Figure 2: Summary Statement 1 Data for 2016–17



For **provider survey data**, the state disseminates an annual survey to EIT providers in the pilot regions. The survey items and topics may vary each year, but the questions represented in Figure 3 remain the same in order to analyze the use of evidence-based practices in the pilot (i.e., discuss outcomes in person at IFSP meetings, use the Decision Tree to determine ratings, and collect ratings every six months). In 2016-17, a fourth question was added regarding the use of the three sources in ratings.

The method the state uses to calculate survey data is a regional tally of responses. The timeline the state uses to analyze survey data is annually. The implementation measure for the provider survey is, of those who responded, at least 75 percent indicate they are implementing the expected practice.

Figure 3 represents the results to these four questions from the annual provider survey for pilot regions. The response rate decreased from 72 percent to 47 percent, which the state attributed to fewer providers responding to the survey from Region 9 (92 providers last year and 57 providers this year). Overall, the results are comparable to last year with most providers agreeing to the survey items. Of note, when the result was disagreement, the same respondent reported disagree across multiple survey items, indicating few individuals disagreed. For example, the results in Region 10 are comparable across the four questions due to the response of one provider. The results continue to indicate more than 75 percent of the providers who responded agree the required pilot procedures are being conducted.

In preparation for next year’s provider survey, the state will align the questions in the provider survey with the data entry elements completed by Service Coordinators in the state’s data system in order to compare provider and Service Coordinator practices based on their responses to the same questions.

Figure 3: Pilot Implementation - Provider Survey Data

2018 Provider Survey <i>Response rate: 47%</i>	Region 5 <i>(N = 66)</i>	Region 9 <i>(N = 57)</i>	Region 10 <i>(N = 53)</i>
ECO ratings are discussed and collected every 6 months	82%	84%	98%
ECO ratings are discussed in person at IFSP meetings	82%	86%	98%
IFSP team uses questions from the Decision Tree to determine appropriate ratings	80%	81%	98%
The IFSP team includes three sources of information in the ECO ratings (i.e. parent input, provider observation and assessment results).	83%	84%	98%

For **parent survey data**, the state disseminates an annual survey to all parents who have children with active IFSPs. To evaluate pilot implementation, the state analyzes responses from two questions about child outcomes that already existed in the statewide parent survey.

The method the state uses to calculate survey data is a regional tally of responses. The timeline the state uses to analyze survey data is annually. The implementation measure for the parent survey is, of those who responded, at least 75 percent indicate their child is making progress and they are satisfied with the program.

Figure 4 represents results from the annual parent survey in pilot regions. The response rate decreased from 14.7 percent in 2016 to 11.7 percent in 2017, and the state has been working on methods to improve parent response rates as part of discussions at State Interagency Coordinating Council (SICC) meetings over the past three years. The state expects the response rate to increase next year after recently implementing several strategies (i.e., self-addressed stamped envelopes, quick response code to scan with a device, survey monkey link) in the parent survey for next year.

For the pilot regions depicted in Figure 4, there were fewer parents in Region 5 who responded to the survey (109 parents in 2016 and 83 in 2017). Otherwise, the results are comparable to the past five years. The results continue to indicate more than 90 percent of the parents who responded agree they are an active part of the team and able to help their child learn new skills.

Figure 4: Pilot Implementation - Parent Survey Data

2017 Parent Survey <i>Response rate: 11.7%</i>	Region 5 <i>(N = 83)</i>	Region 9 <i>(N = 102)</i>	Region 10 <i>(N = 36)</i>
I feel I am an active part of the team when we meet to discuss my child.	98%	98%	100%
I am able to help my child learn new skills because of First Steps services.	100%	96%	100%

For **observation data**, the state will analyze data collected from the annual SPOE needs assessment. The needs assessment includes observations of Service Coordinators in intake visits and IFSP meetings and providers in home visits. Feedback collected from SPOE Directors during year one of Phase III indicated they did not have the capacity to conduct observations of Service Coordinators and providers in all three activities. Part of the challenge was due to increased child count. Since implementation of the needs assessment and the SSIP in 2013-14, Missouri Part C experienced a 25 percent increase in child count, which has resulted in more administrative duties for SPOE Directors.

Another part of the challenge is the state's infrastructure as Service Coordinators are employed by the SPOE, but providers are independent vendors who are not employed by the SPOE. The SPOE Directors spent more time than expected to identify providers, schedule observations, and conduct observations of providers during home visits. Therefore, in September 2017, the state removed the requirement to observe providers. The SPOEs will continue to observe Service Coordinators at intake visits (for non-pilot regions) and IFSP meetings (for pilot regions). In exchange for the reduction in time spent on observations, SPOE Directors will focus on reporting qualitative and quantitative data from observations of Service Coordinators.

The method the state will use to calculate observation data is a tally of regional reports.

The state is not reporting observation data at this time since SPOE Directors are not required to use the same observation tool. However, the state continues to work on a set of practice profiles that will provide consistency in observation data and ensure fidelity with the use of evidence-based practices (see Section 1.2 (A) for more information on the practice profiles).

In April 2019, the state's SSIP report will include qualitative and/or quantitative data for observations of Service Coordinators at intake visits and IFSP meetings using the current draft practice profiles. The timeline the state will use to analyze observation data is annually. The implementation measure for observations is, of those who were observed, at least 75 percent demonstrate evidence-based practices.

1.2 Evaluation of Progress toward Long-Term Objectives

The state continues to work on three long-term activities for statewide implementation of the SSIP: (1) implement practice profiles for evidence-based practices, (2) create a coaching system to support the implementation of evidence-based practices, and (3) provide training and technical assistance to early intervention professionals.

A. Practice Profiles

The state recognizes the identification and description of evidence-based practices can be confusing and overwhelming. Practice profiles are tools designed to help connect research to practice for early intervention professionals. Practice profiles provide rubrics to ensure implementation with fidelity.

To support the **Evidence-Based Practices** level of the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*, the state has been working on a set of practice profiles for statewide consistency in evaluating the use of evidence-based practices.

Throughout year one and two of Phase III, with the assistance of internal and external stakeholders, the state drafted a set of practice profiles for three areas of early intervention: (1) intake visits, (2) IFSP meetings, and (3) home visits. The draft practice profiles are based on the *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments (AUP)*, which organizes the practices according to the IFSP process. This document was developed by a workgroup of national experts in the field of early intervention who identified practices using various research methods including model demonstration and outreach projects.

In addition, the AUP includes a self-assessment tool that aligns with the guidance document and can be used by providers as a pre-assessment activity prior to being observed in a home visit or IFSP meeting.

Several SPOE Directors used the draft practice profiles during observations of Service Coordinators and providers in year one of Phase III. In June 2017, the state collected feedback on the draft practice profiles from SPOE Directors, providers, and ECTA staff. Feedback from these groups indicated the essential elements needed to be more robust, the rubric needed more observable behaviors to aid the user in recording observation data in a consistent manner, and the three-point rating scale in the rubric was not sufficient to measure the range of activities in a visit or meeting with a family.

Based on this feedback, the state decided to revise the practice profiles in year two of Phase III. To assist with the revisions, the state is currently working with ECTA staff to identify existing instruments that have measureable and observable behaviors for early intervention professionals, and with modifications, could be considered for use in Missouri Part C. The state is currently reviewing two instruments for evaluating and measuring fidelity as presented by NCSI in the Social-Emotional Outcomes Learning Collaborative in October 2017: TASCEI’s Benchmarks of Quality (this instrument has tiers of essential elements that can be tailored to the observation situation) and ECTA Center’s Observation Scale for Home Visiting (this instrument has a five-point rating scale). Figures 5 and 6 illustrate these components in the instruments.

Figure 5:
[Adopting the Pyramid Model in Home Visiting: Benchmarks of Quality](#)

Program Name: _____ Location: _____ Date: _____

	Elements	In Place?		
		No	Partially	Yes
Tier One				
Data-Based Decision Making	Use of social emotional screening tool on quarterly basis (e.g., ASQ-SE, BITSEA)			
	Checklist or screening tool to identify caregiver and environment risks (ESQ, IPCI)			
	Journal or visitation log that includes section for observations of caregiving, emotional responsiveness, and child social emotional development			
	Process for scoring screening tools and determining next steps for support/intervention			
Assessment-Driven Supports and Interventions	Resource list for referrals to additional supports to assist caregiver with risk factors, family or personal challenges, home environment, etc.			
	Parent information resources to support responsive caregiving, appropriate child guidance approaches, safe environments, etc.			
Home Visitor Support	Supervision or support to discuss observations, review data, determine next steps			
Tier Two				
Assessment-Driven Supports and Interventions	Curriculum-based Assessment that includes a social emotional domain for the identification of targeted interventions (e.g., SEAM)			
	Family-centered goal identification process to select targeted skills and routines (What)			

Figure 6:

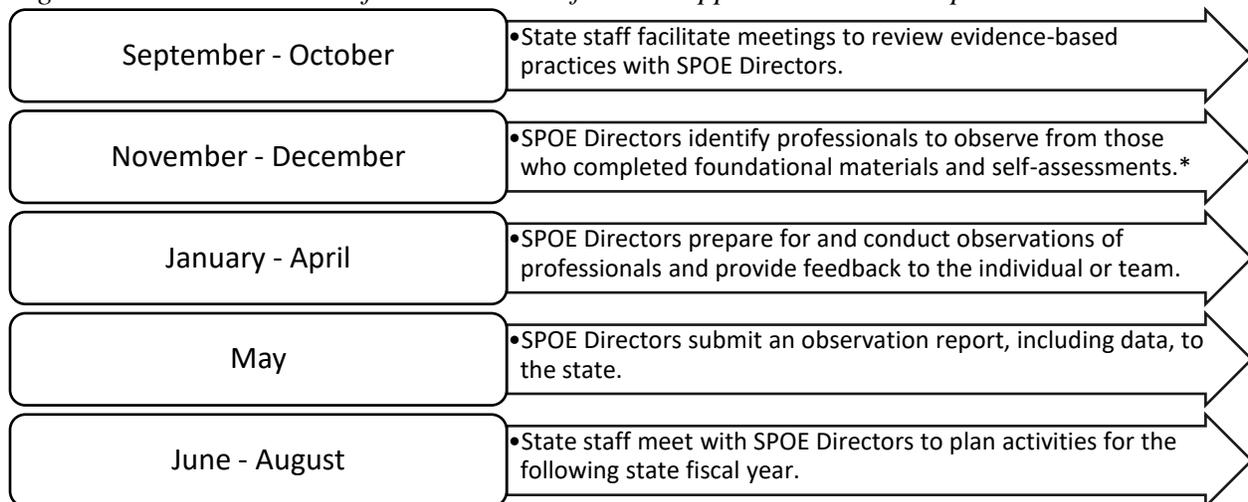
Reaching Potentials through Recommended Practices Observation Scale – Home Visiting (RP² OS-HV)

ENVIRONMENT PRACTICES						
Items	All indicators seen or reported	Two or three indicators seen or reported across most but not all routines	One or two indicators seen or reported sporadically	One indicator seen or reported but many opportunities missed	No indicators seen or reported	NA
<p>1. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences. (E3)¹</p> <ul style="list-style-type: none"> As the family selects everyday activities and routines, home visitor helps the family identify environmental adjustments that help promote their child's access to everyday activities. Home visitor helps the family identify environmental adjustments that help promote their child's participation in everyday learning activities and routines. Home visitor helps the family identify the potential physical, social, and temporal factors that interfere with child participation in home activities and routines. 	5	4	3	2	1	0

By September 2018, the state will revise the existing draft practice profiles for intake visits and IFSP meetings, and disseminate new practice profiles to the SPOE Directors to use with observations of Service Coordinators in state fiscal year 2018-19. Until then, the SPOE Directors continue to use the draft practice profiles for observations of Service Coordinators.

In conjunction with revisions to the practice profiles, the state developed a calendar of activities to support SPOE Directors in planning and implementing observations of Service Coordinators in 2018-19. Figure 7 depicts activities related to collecting observation data using practice profiles.

Figure 7: Annual Activities for Practice Profiles to Support ECO Pilot Implementation



*Professionals will be conducting self-assessment and feedback activities throughout the year.

B. Provider Coaching System

A critical aspect for the implementation of the EITs and the ECO pilot is the state's infrastructure capacity to be able to measure and evaluate the practices of professionals who are delivering services to families.

To support the **Reflective Practices** level in the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*, the state examined the regional system using the *ECTA Implementation Guide* to help determine the amount of support needed to increase or improve the regional infrastructure. The implementation guide provides the following hierarchy of people necessary for successful implementation: (1) state leadership team, (2) coaches, and (3) demonstration sites necessary to support a new practice.

To address the leadership team for Missouri Part C, in preparation for annual SSIP activities, the state leadership team analyzed staff roles and responsibilities in order to delegate time for SSIP activities. The state continues to organize and evaluate activities based on SSIP-related topics (e.g., improvement activities) or non-SSIP tasks (e.g., compliance activities). Additionally, the state continues to repurpose staff's time to assist in non-SSIP tasks in order for all members of the state leadership team to have time to assist with SSIP-related tasks.

After reviewing the definitions and descriptions for the other two levels of support in the *ECTA Implementation Guide* (i.e., coaches and demonstration sites), the state leadership team determined the roles and responsibilities for the third level (i.e., demonstration sites) were clearly defined and in place in Missouri through the implementation of the ECO pilot. However, the state leadership team could not clearly identify who in the current infrastructure would fill the role of coaches in the second level of support.

During year one and two of Phase III, the state leadership team, with assistance from various stakeholders such as Head Start State Collaboration Office, Parents as Teachers, NCSI, ECTA, and professionals from the ECO pilot regions, considered the role of coaches and their potential impact to the program. Rather than focusing on who could fill the role of a coach, the state decided to start with exploring various coaching models in order to better define and describe what a coach would do.

As part of the NCSI Social-Emotional Learning Collaborative activities, the state learned about several approaches to a system of coaching professionals. The primary method used in other programs is a cycle of coaching that includes training, assessing, observing, targeted technical assistance, and reflective practices throughout.

At this time, the state is exploring how this cycle might fit the infrastructure and professional development in Missouri Part C. The Plan-Do-Study-Act (PDSA) process for defining, trying, and analyzing activities is the approach the state took when implementing the pilot and is the anticipated approach when considering the coaching cycle.

Throughout 2017-18, the state continued to work with internal and external stakeholders to explore existing coaching models that may be adapted for use in Missouri Part C. For example, state staff attended a presentation on reflective supervision by Parents as Teachers. The information in the presentation aligned closely with the expectations of home visitors in early intervention; however, some modifications to the use of supervision would be required since Missouri's providers are independent vendors, not employees of the SPOE. The term Reflective Practices was used in the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals* to indicate feedback and observation are collaborative activities, not necessarily supervisory activities.

As described in previous reports, the state of Missouri contracts with seven agencies to operate ten SPOE regions. The SPOE contract is rebid every five years, creating a five year cycle. The current SPOE contract ends June 30, 2019; therefore, the rebid of the SPOE contract will begin in the fall of 2018. When making plans to improve infrastructure, such as a coaching system, the state uses this cycle for regional contracts. As part of the five year cycle, if the state decides to increase staff or add additional positions (e.g., coaches) to the current infrastructure, the optimal timeframe to do this is during the rebid of the SPOE contract. Therefore, by the end of 2018, the state will need to identify whether additional positions are necessary or if current positions can be repurposed to help implement evidence-based practices.

C. Support Professionals

As the state continues to work on infrastructure capacity to support implementation, the state recognizes the need to provide individualized and/or statewide support to professionals as a mechanism for continuous quality improvement.

Support is the last level in the *Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals*. At this level, SPOE Directors, other designees, and/or state staff provide targeted technical assistance and training to professionals to ensure evidence-based practices are implemented with fidelity. Support is a necessary step in sustaining the Part C system in Missouri as turnover in staff is reality.

Support to professionals may occur at the individual, regional, or state level. As needed, professionals will return to a lower level in the sustainability plan (i.e., the foundational materials level) to obtain additional knowledge about evidence-based practices and continue to work up the sustainability plan through the use of practice profiles and reflective practices. This process creates a cycle of professionals' learning, implementing, and evaluating the use of evidence-based practices with individual, regional, and state-level assistance to support all professionals in Missouri Part C.

1.3 Evaluation of Progress toward the SiMR

Preliminary data from the implementation measures indicate the implementation of the pilot is generating more consistency and confidence in social-emotional outcome data. However, the state did not scale up the pilot in year two of Phase III due to lessons learned during the last scale up activity. New pilot regions require more time than expected to show the impact of pilot procedures. Service Coordinators and providers need time to implement new procedures, use professional development time in EIT meetings to discuss child outcomes, and enter data for children in the pilot regions over time to measure progress. Then the state needs time to analyze data to determine whether adjustments need to be made to the pilot procedures.

The state recognizes when the pilot expands to new regions, it is critical to not only spend time training the new regions, but also spend time supporting the existing regions to ensure all regions (i.e., new and existing) are using the same practices in the pilot. As new regions are added to the pilot, the state will provide updated training to the existing pilot regions as well.

A. SiMR Statement

There were no changes in the SiMR statement during year two of Phase III. The following continues to be the SiMR for Missouri Part C:

By FFY 2018, Missouri Part C intends to increase by 10 percent the number of children with disabilities participating in the ECO pilot who improve their social-emotional skills by the time they exit Part C, for children entering Part C below age expectation in social-emotional skills.

Although the SiMR only addresses summary statement one* for social-emotional outcomes, the state continues to collect and analyze the results for all three outcome areas and for summary statement two** as a measure of the implementation of the procedures used in the pilot.

*Summary statement one: Of the children who entered the program below age expectation for the outcome, the percent that substantially increased their rate of growth in the outcome by the time they exited.

**Summary statement two: Percent of children who were functioning within age expectations in the outcome by the time they exited.

B. SiMR Data

The child outcome data collected from the pilot regions for the SiMR this year indicate a slight increase from last year (see Figure 8: *SiMR Data*). The state exceeded the baseline of 69.1 percent and the target of 75.1 percent.

There were more children included in the SiMR this year as expected from the growth of the children entering and exiting the pilot. However, data in Figure 8 represent only three of the five pilot regions: Cohorts 1 and 2. These regions participated in the pilot throughout year two of Phase III. Although two more regions were added to the pilot in Cohort 3, the regions were added mid-year which created a small N size. Therefore, Cohort 3 was not included in the SiMR at this time. The state will conduct further data analysis next year and consider including Cohort 3 in the SiMR. Once the pilot is statewide, all ten regions will be included in the SiMR.

Figure 8: SiMR Data

SiMR Data	Baseline	2013-14 Data	2014 -15 Target	2014-15 Data	2015-16 Target	2015-16 Data	2016-17 Target	2016-17 Data
Child count in SSIP (Pilot)	-	146 children	-	227 children	-	516 children	-	842 children
Social-Emotional Summary Statement 1	69.1%	95.9%	71.1%	92.0%	73.1%	89.5%	75.1%	91.3%

The state conducted an analysis of geographic and demographic data of children represented in the SiMR data. For geographic data, the state used the SPOE regions. The regional participation was not equal as SPOE 5 is the largest region but the number of children in the SiMR represented only 29 percent of the region's child count. Region 9 and Region 10 had comparable results with 42 percent and 44 percent of the region's child count were included in the SiMR, respectively. The state expected Regions 9 and 10 to have more children in the SiMR because they have been participating in the pilot longer than Region 5.

An analysis of additional demographic data indicates the children included in SiMR data are representational of statewide data (see Figure 9: *SiMR Demographics*). This is the first year the SiMR data is comparable demographic data, which means the state will be able to begin to generalize the activities and outcomes produced by the pilot to statewide results in the near future.

Figure 9: *SiMR Demographics*

Demographic	Original SiMR	Statewide (2013-14)	Current SiMR	Statewide (2016-17)
Eligibility reason – Developmental Delay	82%	54%	61%	60%
Eligibility reason – Diagnosed Condition	13%	29%	27%	27%
Eligibility reason – Newborn Condition	4%	17%	12%	13%
Length in program	11 months	17 months	16 months	18 months
Gender – male	68%	60%	65%	63%
Gender – female	32%	40%	35%	37%
Race – White	90%	72%	85%	78%
Race – Black	6%	16%	11%	16%
Race – Other	2%	6%	1%	3%
Ethnicity – Hispanic	2%	6%	3%	3%
Poverty level – Yes	61%	60%	62%	60%

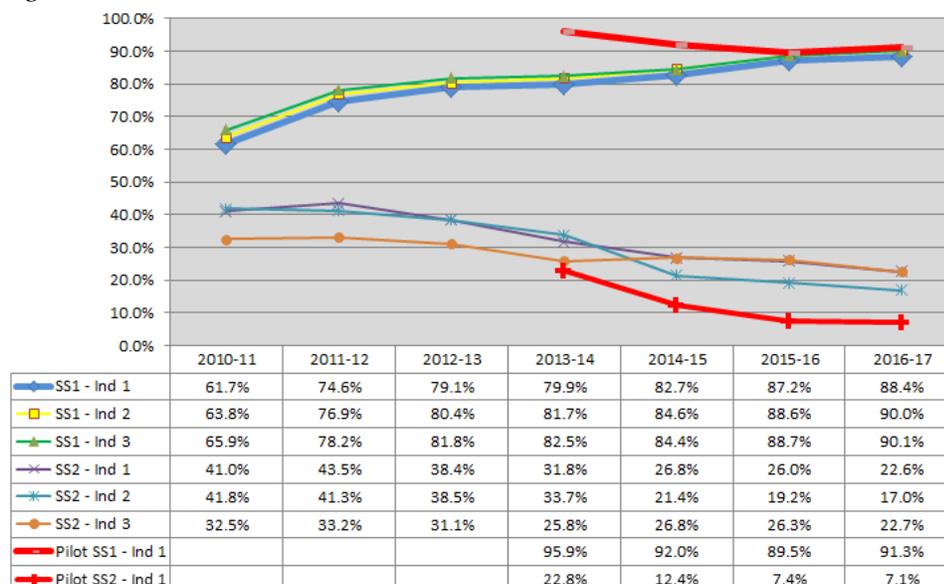
C. Data Trends

Statewide data from the three outcome areas show a continuing trend in increasing percentages in summary statement one and decreasing percentages in summary statement two (see Figure 10: *ECO Data Trends*). This trend was identified in Phase I and the state has been working with ECTA and NCSI on options for improving data quality for child outcomes including the tools used to collect outcome data and the methods used to calculate the summary statements.

The state made one addition to the ECO data trends in year two of Phase III to add a line to the graph to show the decreasing percentages in summary statement two for the pilot regions.

Figure 10 displays statewide and pilot data for summary statement one and summary statement two for all child outcome areas.

Figure 10: *ECO Data Trends*



1.4 Next Steps

For the remainder of fiscal year 2017-18, state staff in the early intervention section will complete the following **short-term objectives** to support the need for more foundational materials and resources.

- *April to June 2018* – The state will facilitate regional ECO pilot meetings.
- *May 2018* – The state will develop a plan to enhance access to the resource library as part of the online training modules.
- *June to September 2018* – The state will facilitate SPOE Director and provider small group discussions on the practice profiles.
- *July to December 2018* – The state will meet with Service Coordinators to debrief from the ECO regional meeting and meet with SPOE Directors to analyze ECO data.
- *October 2018* – The state will align items entered by Service Coordinators in the data system with questions on the provider survey.

Looking ahead to the next two years, state staff in the early intervention section will consider the following **long-term objectives** to support statewide implementation of the SSIP.

- Continue to review and revise the practice profiles with input from SPOE Directors, Service Coordinators, providers, and TA centers. Consider whether additional practice profiles are needed for other aspects of the early intervention process (e.g., EIT meeting activities). The goal is to obtain final profiles in order to have consistent information about evidence-based practices available statewide.
- Explore the use of self-assessments to support the SPOE Directors with observations of providers and Service Coordinators. The goal is to complete a sufficient number of self-assessments and observations in order to determine whether evidence-based practices are being used in home visits and meetings.
- Research the coaching practices used by other early childhood programs (e.g., Head Start, Parents as Teachers). The goal is to consider how coaching practices can be implemented in early intervention as part of the next SPOE contract.

As the state continues to monitor the impact of changes in infrastructure and the use of improvement strategies on the state's child outcome data, modifications to targets may need to be adjusted accordingly. When the pilot achieves statewide implementation, which is the state's long-term goal, then the state expects to reset the baseline and subsequent targets for both APR Indicators 3 and 11.

2. Component Two – Rationale for Revisions

There were no significant changes from year one to year two of Phase III; however, the state made some adjustments to the sequence and timelines for some activities as described in this report.

Throughout year one of Phase III, there were several challenges and strengths noted by the state as strategies and activities were implemented. Some of these challenges carried over to year two of Phase III. The biggest challenge the state faced was turnover in staff who were involved in the ECO pilot. Two of the three original facilitators at the state level and one of the three original directors at the regional level left the Part C program in year one. One of the state vacancies was filled, but the state continued to spend time trying to fill a vacancy in year two. Additionally, another regional director position experienced turnover in year two and the state is working on training this individual. The state is pleased to report the regional ECO pilot meetings are on schedule to be completed this year, which was an activity the state had to delay last year due to turnover in staff.

The state continues to find ways to make staff turnover an opportunity to test the training and sustainability plan for the pilot. In year two of Phase III, the state made numerous changes in the sequence of activities in the plan, as well as, the types of resources necessary for ongoing training and technical assistance for professionals.

In the past year, although the state experienced some delays in the expected timelines for conducting SSIP activities (e.g., finalizing the practice profiles), it did not change the state's overall plan for the type of strategies and activities needed to support the implementation of the SSIP.

3. Component Three – Stakeholder Involvement

In year two of Phase III, the state experienced little change in the involvement and use of stakeholders for Missouri Part C. Two notable changes relate to the lead agency's state-level initiative for student outcomes and including more providers in key stakeholder activities.

In 2017-18, the Department of Elementary and Secondary Education (DESE), the lead agency for Missouri Part C, transitioned the state-level initiative for student achievement from *Top 10 by 20* to *Show-Me Success*. The initiative continues as a major improvement effort to increase student achievement. The lead agency's mission is: *The Missouri Department of Elementary and Secondary Education's mission is to guarantee the superior preparation and performance of every child in school and in life.*

The most noticeable change in the lead agency's initiative was the four previous goals were collapsed into one goal: *All Missouri students will graduate ready for success.* Although there is no longer a specific goal for early childhood, the lead agency's initiative continues to promote school readiness for toddlers and preschoolers. The work of the cross-agency team of DESE staff in early childhood programs continues to provide Missouri Part C with opportunities to align program policies between offices and work together to increase the number of children prepared to enter kindergarten.

3.1 Key Stakeholders

Throughout the SSIP process, the state primarily used three existing stakeholder groups who were familiar with the Part C program: (1) the State Interagency Coordinating Council (SICC), (2) the ECO pilot work group of Service Coordinators and providers, and (3) the DESE early learning team.

A. Internal Stakeholders: Persons within the Part C system are internal stakeholders. The state continued to use the following internal stakeholders in year two of Phase III:

- State staff in the Office of Special Education, Early Intervention section who are members of all three stakeholder groups
- Early intervention providers who are members of the SICC
- Parents of children with disabilities who are members of the SICC
- SPOE Directors, Service Coordinators and providers participating in the ECO pilot

B. External Stakeholders: Persons outside of the Part C system are external stakeholders. The state continued to use the following external stakeholders in year two of Phase III:

- State staff in the Office of Special Education, Part B/619 section who are members of the Department's early learning team
- State staff in the Office of Quality Schools, Early Learning section who are members of the DESE early learning team
- Staff from multiple state agencies who are members of the SICC, including the Departments of Social Services, Health and Senior Services, Insurance, and Mental Health
- Staff from Head Start State Collaboration Office who are members of the SICC
- Personnel preparation staff from the Center for Excellence, Education, Research, and Service in Developmental Disabilities who are members of the SICC
- Staff from Early Childhood Special Education in local school districts
- Staff from the Regional Head Start Training Office – this was added in Phase III as a potential stakeholder in the future, depending on the outcome of discussions surrounding the use of a practice-based coaching system.

3.2 Stakeholder Activities

Missouri continues to use internal and external stakeholders to assist with identifying, implementing, and evaluating SSIP activities. Stakeholders are particularly important when the state needs to collect feedback and suggestions for evaluating implementation activities from a variety of perspectives such as individuals from rural and urban areas of the state, agency employees, and independent vendors, public/state and private agency staff, home visiting, and center-based staff, and lead agency/education or other state agency staff.

Throughout year two of Phase III, state staff in the early intervention section conducted the following SSIP-related activities with key stakeholders.

A. Screening and Evaluation Flow Chart

State staff in the DESE early intervention and early learning sections identified the need to improve collaborations between home visiting programs. One of the key comments from stakeholders was the importance of identifying the similarities and differences between programs and the opportunity to network with professionals from other programs serving young children and their families. In year one of Phase III, using stakeholder suggestions, staff developed a flow chart that depicts the screening, referral, evaluation, and developmental monitoring processes for children birth to age five. In year two, staff co-facilitated regional trainings to explain these processes. Additionally, state and regional staff recorded a webinar with content similar to the regional meetings. The state is working to post the recording and flow chart on the state's website. Next steps include additional recordings with early childhood partners and future regional trainings for new personnel if needed.

B. SICC Meetings

Throughout year two of Phase III, state staff in the early intervention section provided information about SSIP activities during SICC meetings, including discussions about the training and sustainability plan, and activities necessary to scale up the pilot to additional regions. Council members, including parents and staff from various state agencies and audience members such as SPOE Directors and Service Coordinators, were given an opportunity during each meeting to provide input and give suggestions to revise SSIP activities. One of the key activities suggested by stakeholders was for SPOE Directors to share regional activities. The state facilitated regional presentations during SICC meetings in year two of Phase III. Next steps include continuing discussions on SSIP activities and opportunities for SPOE Directors, Service Coordinators, or providers to share regional pilot activities in order for SICC members to assist the state in evaluating the implementation of the pilot.

C. SPOE Small Group Discussions

State staff in the early intervention section continued to facilitate small group discussions on SSIP activities with the SPOE Directors. The state facilitated a total of four small group discussions, one via a webinar/conference call in January 2017 and three during SPOE meetings in April, June, and September 2017. One of the key activities discussed by stakeholders was the creation of the new online training module and resource library, which the state developed in year two of Phase III. Next steps include continuing opportunities for the state to talk with all SPOE Directors in the pilot at the same time (e.g., group discussions, conference calls, webinars).

D. Provider Small Group Discussions

In year one of Phase III, state staff in the early intervention section recognized providers did not receive the level of involvement in SSIP activities as expected due to turnover in state and regional staff involved in the pilot. In year two of Phase III, state staff increased communications with providers in Missouri Part C. The state facilitated two small group discussions on SSIP

activities, one in conjunction with a SPOE meeting in June 2017 and one via a webinar/conference call in March 2018. These methods were well received by providers and they appreciated the opportunity to talk to providers around the state. One of the key activities suggested by stakeholders was to consider adding providers with infant mental health expertise to the EITs and the state is working on this. Next steps include the state continuing communications with providers to discuss pilot procedures, gather input, and consider their suggestions for SSIP-related activities. The state is planning for regional ECO pilot meetings beginning in March 2018 and another provider/SPOE meeting in June 2018.

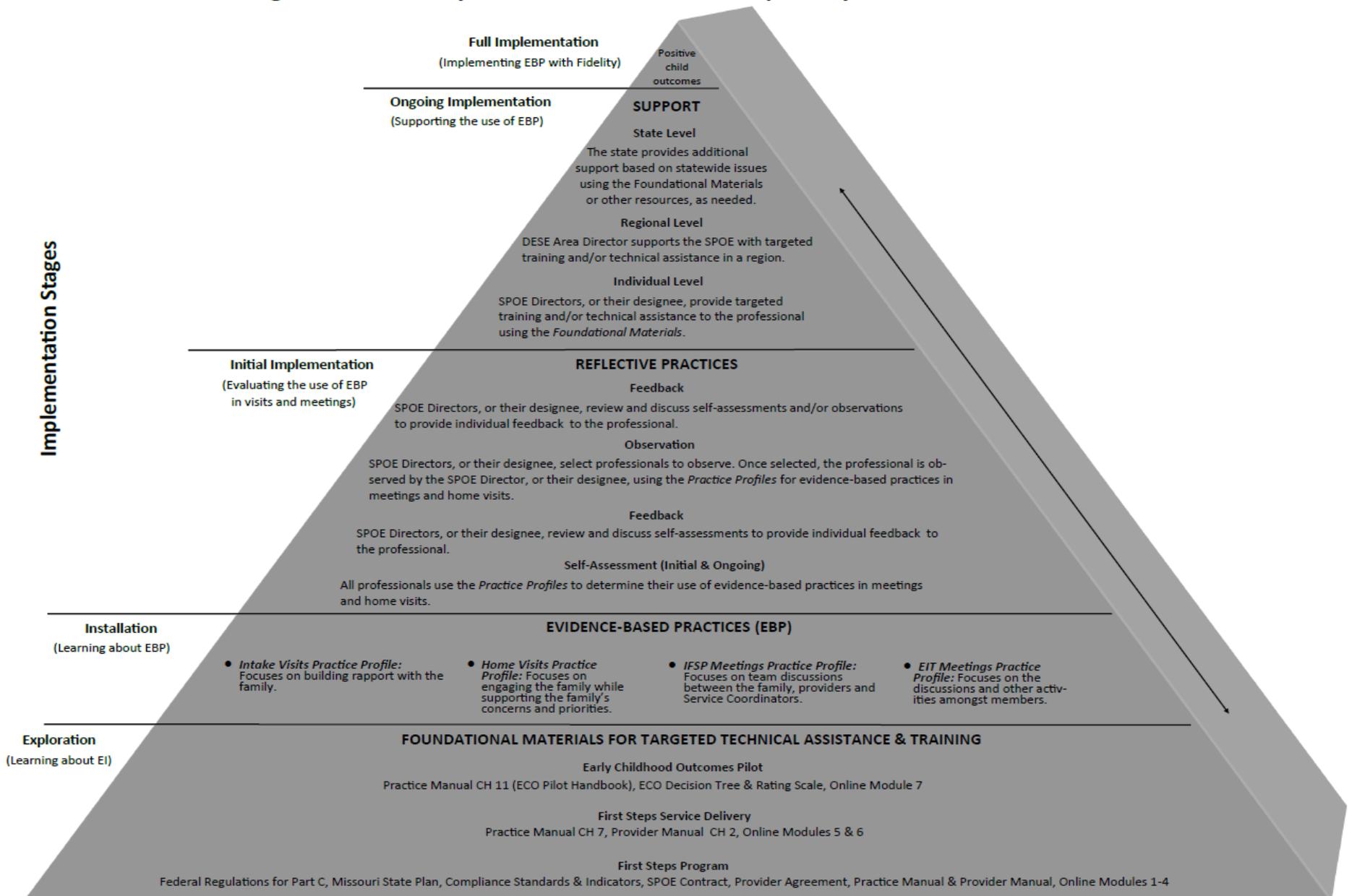
Missouri Part C Theory of Action

Vision: First Steps is a support and service system designed to improve family capacity to enhance their child’s development and learning, and to increase the child’s participation in family and community life.

Strands of Action	If	Then	Then	Then
Exploration/ Installation	...the state implements professional development plan for EIT members in the ECO pilot to have meaningful discussions about evidence-based practices that improve social-emotional outcomes...	... EIT members in the ECO pilot will recognize typical and atypical social-emotional skills, and increase the use of evidence-based practices to improve outcomes...		
Initial Implementation	... the SPOEs in the ECO pilot use reflective practices, which includes self-assessment, observation, and feedback, to evaluate the use of evidence-based practices...	... the SPOEs will know if EIT members are using evidence-based practices and, if needed, provide targeted training and technical assistance...	... Parents use strategies between visits with professionals, then the ECO pilot will show an increased percent of children with positive social-emotional outcomes. Infants and toddlers participating in Missouri Part C will be prepared for continued early learning success.
Ongoing Implementation	... the state collects and analyzes information from the ECO pilot (i.e., data, surveys and observations) to evaluate child outcomes...	... the state will determine if the current level of training and technical assistance is working, or if a more intensive plan is necessary to improve child outcomes...		
Full Implementation	...EIT members in the ECO pilot (1) discuss child progress <i>during IFSP meetings</i> and accurately rate child outcomes, and (2) monitor the child's progress <i>during home visits</i> parents will (1) engage in IFSP discussions about their child's progress, and (2) participate in home visits to learn strategies that support IFSP outcomes and improve their child's development...		

March 2018

Training & Sustainability Plan for Missouri First Steps Early Intervention Professionals



Required Knowledge & Practices

Updated March 2018