

## Virginia State Systemic Improvement Plan – Revised March 2021

**State Identified Measurable Result:** Increasing the statewide percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs

**Broad Improvement Strategy 1:** Identify and/or develop and implement the professional development resources and mechanisms for ongoing support necessary to ensure early intervention service providers, including service coordinators, consistently conduct initial and ongoing *functional* assessment that leads to consistent and accurate determination of entry/exit ratings in the area of children using appropriate behaviors to meet their needs.

**Priority Activities to Address the Broad Improvement Strategy:**

1. Define functional assessment, related terms and evidence-based practices.
2. Define a consistent process that must be used to determine the child outcome ratings to improve statewide inter-rater reliability
3. Improve communication and transparency with families about assessment and child outcome ratings
4. Ensure all providers have a solid knowledge of typical child development and how it relates to each of the three child outcomes

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
a. Revise EI Certification Modules to emphasize functional assessment, child outcome rating process and knowledge of typical child development	All	2014 – 2017 <i>Completed</i>	Professional Development (PD) Team	National, other states', and Virginia local systems' materials on module topics  CSEFEL Pyramid Model materials	✓ Modules revisions are released and, therefore, used by all practitioners entering Virginia's EI system	Annual Provider Implementation Survey (based on ENHANCE survey) indicates within 2 years of initial (baseline) survey an increase over baseline in (1) provider training and support, and (2) knowledge and use of targeted practices associated with functional assessment and child outcome ratings – ✓ <i>Baseline survey implemented 2016</i>
b. Adopt or develop and implement an accessible, objective measure of inter-rater reliability that can be used within and across local systems	2	Package existing mechanisms with expectations for use and oversight 7/15 – 3/17 <i>Completed</i>	State team of Technical Assistance (TA) and Monitoring Consultants	Information and feedback from Northern Virginia pilot project  Tools that exist and emerge from other states or	✓ Inter-rater reliability measure is in place. Posted to website 3/17; statewide LSM meeting 3/17; Update 5/1/17	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
		Review tools developed nationally or by other states and consider adopting or adapting for Virginia 2017 – 2020		from national groups		<ul style="list-style-type: none"> <li>✓ Increase in training and support from 2016 to 2018, with further increases in 2019</li> <li>✓ Increase in knowledge and use of targeted practices from 2016 to 2018, with further increases in 2019</li> </ul> <p>Via regional meetings and report by Technical Assistance and Monitoring Consultants, all local system managers demonstrate by June 30, 2017 that they are able to identify, explain and address unusual patterns in child outcome ratings and reasons for missing ratings data</p>
c. Consider, with stakeholder input, revising the EI Activity Note or prompts to support collecting functional assessment information starting at Intake and ongoing throughout child’s enrollment	1, 2, 3	4/16 – 7/16 <b>Completed</b>	State team of TA and Monitoring consultants	National, other states’, and Virginia local systems’ materials/forms on documentation of assessment information	✓ EI Activity Note is revised and posted on ITCVA website (therefore, available to all providers)	<p>Statewide percent of children with at least 6 months between initial and exit assessment, exiting with complete child outcomes data</p>
d. Adopt a statewide definition of functional assessment	All	10/16 – 3/17 <b>Completed</b>	State team of TA and Monitoring consultants, with Stakeholder Group	National, other states’, and Virginia local systems’ materials on assessment	✓ Definition is adopted and shared disseminated statewide through the monthly Update	<ul style="list-style-type: none"> <li>✓ Verified by Technical Assistance and Monitoring Consultants - 6/17</li> </ul>
e. Create a toolkit of available formal assessment tools to support the assessment process for the unique needs	1, 2, 4	10/16 – 3/17 <b>Completed</b>	State team of TA and Monitoring consultants, with	Research on assessment tools for the birth-3 population	<ul style="list-style-type: none"> <li>✓ Toolkit developed</li> <li>✓ Shared at statewide Local System Manager meeting</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
of individual children and families			Stakeholder Group		<ul style="list-style-type: none"> <li>✓ Posted to ITCVA website</li> <li>✓ Announced in Update</li> </ul>	increases, as measured by the new ITOTS Child Progress Analysis Report – baseline to be established in FFY 2015, measured annually, with increase by FFY 2018
<p>f. Pilot the use of the MEISR assessment tool to determine its potential for statewide use in order to facilitate a child outcome summary process that results in:</p> <ul style="list-style-type: none"> <li>• Families being included as full participants throughout the process;</li> <li>• Substantial functional information that will inform the assessment for service planning and aid in determining child outcome ratings (i.e., initial, ongoing, and exit ratings);</li> <li>• The inclusion of the family’s cultural values, beliefs and practices and the use of assistive technology; and</li> <li>• A high measure of inter-rater reliability</li> </ul>	All	12/16 – 8/17 <i>Completed</i>	State team of TA and Monitoring consultants, with Stakeholder Group	Consultation from Naomi Younggren	<ul style="list-style-type: none"> <li>✓ Pilot sites selected</li> <li>✓ Training for pilot teams completed</li> <li>✓ Pilot project completed – 9/17</li> <li>✓ Pre/post-pilot survey data analyzed – 1/18</li> <li>✓ Decision made about statewide implementation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase from 91.4% in FFY 2015 to 96% in FFY 2016.</li> <li>✓ Held at high percentage (95.4%) in FFY 2017, (94.1%) in FFY 2018 and (94%) in FFY 2019</li> </ul> <p>The statewide percent of families strongly/very strongly agreeing with questions 14 and 21 on the annual family survey increases from FFY 2015 to FFY 2019</p> <ul style="list-style-type: none"> <li>• Be able to evaluate how much progress my child is making – 68% in FFY 2015; 65%, in FFY 2018; 64% in FFY 2019 (and 94% agree at some level)</li> <li>• Understand my child’s needs – 69% in FFY 2015; 68% in FFY 2018; 66% in FFY 2019 (and 96% agree at some level)</li> </ul>
<p>g. Based on the outcome of the MEISR pilot, review and revise the following, as appropriate:</p> <ul style="list-style-type: none"> <li>• Child Indicators Booklet</li> </ul>	1, 2	4/18 – 3/19 <i>Completed</i>	TA and Monitoring consultants, with		<ul style="list-style-type: none"> <li>✓ Any needed revisions to Child Indicators Booklet and/or Practice</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
<ul style="list-style-type: none"> <li>Practice Manual</li> <li>Local Contract for Continuing Participation in Part C</li> </ul>			Stakeholder Group		Manual completed and posted to ITCVA website (therefore, available to all users)  ✓ Any needed revisions reflected in SFY 2019 local contract	The statewide percent of infants and toddlers exiting early intervention at age level who demonstrate improved use of appropriate behaviors to meet their needs, as measured and reported for the SPP/APR, increases in accordance with the state targets identified for Indicator 11 in the SPP/APR <i>2016 – 55.2% (baseline)</i> <i>2017 – 53.8%</i> <i>2018 – 54.4%</i> <i>2019 – 50.7%</i> <i>2020 – 49.99%</i>
h. Develop a one-page information sheet and/or a booklet or toolkit for families on what to expect about functional assessment and child outcomes measurement and their role within that process	3	4/18 – 3/19 <i>Completed</i>	TA and Monitoring consultants, with Stakeholder Group	Examples from other states and from local systems in Virginia	✓ Product for families developed and disseminated to all local systems and the Arc of Virginia, posted to the ITCVA website	
i. Provide intensive support to 2-4 early adopter local systems to fully implement the MEISR, making training and materials provided to early adopters available to other local systems that want to try the MEISR on their own	2, 3, 4	6/18 – 6/20 <i>Completed with 1 system; will now provide TA to others that are interested</i>	TA and Monitoring Consultants	Permission to continue using the MEISR version developed during the pilot  Will build on resources and training materials developed during pilot	✓ MEISR training materials developed by publisher and shared with local systems interested in potentially adopting the tool	

					Indicators of Success & Evaluation Plan	
Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Short-Term	Long-Term
j. Develop and implement a process for statewide monitoring of functional assessment and child outcome summary practices via desk review and on-site visits with all local systems	2	Develop the process 4/18 – 11/18 <i>Completed</i>  Conduct desk reviews and on-site visits 1/19 – 9/19 <i>Completed</i>	Monitoring and TA teams	State and national review tools and checklists related to functional assessment and COS process	<ul style="list-style-type: none"> <li>✓ Local landscape document developed for each local system based on desk review and on-site visits</li> <li>✓ State landscape document developed</li> </ul>	
k. Develop a podcast series and an online learning path on functional assessment and the child outcome summary process to build on the basics that are covered in the Authentic Assessment Module	1, 2	1/19 - 11/19  <i>Podcast – Completed</i>  Learning path - Updated timeline 12/20 <i>Completed</i>	PD Team	Collaborating with CSPD Coordinator in Massachusetts	<ul style="list-style-type: none"> <li>✓ Podcasts released</li> <li>✓ Learning Path available on the VEIPD website and Resource Pop-Up held to introduce it</li> <li>✓ SC Chat – Your powerful Role in the Child Outcome Summary Process</li> </ul>	
l. Identify and then implement an effective mechanism to provide training and support to families to be confident and informed participants in the assessment and child outcome summary process	3	Identify 6/19 <i>Completed</i>  Implement 3/20 <i>Ongoing</i>	Family Support and Advocacy Coordinator at the Arc of Virginia	None at this time	<ul style="list-style-type: none"> <li>✓ Mechanism identified</li> </ul>	
m. Develop resources (e.g., blog post, learning byte) to support	4	9/20 <i>Completed</i>	PD Team	None	<ul style="list-style-type: none"> <li>✓ At least two new resources are</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
local use of the Social-Emotional Assessment/Evaluation Measure (SEAM) in the context of functional assessment					developed and posted on the VEIPD website	
n. Develop and implement short courses for new and veteran practitioners with rotating topics (e.g., functional assessment, coaching, natural learning environment practices, etc.) to facilitate learning, support and problem solving	2	3/22	PD Team	National and other states' information on effective learning communities	Participants indicate that the short course is a valuable source of learning and support for the use of evidence-based practices	
o. Develop/adapt/adopt a fidelity checklist to support evidence-based functional assessment and child outcome summary practices	2	Checklist ready 3/21 Revised – 3/22  Begin optional use as PD tool 3/22	TA Team	Fidelity checklists from other states (e.g., Maryland) and DEC RP	Checklist introduced statewide through webinar or similar mechanism  Checklist posted on ITCVA and/or VEIPD website	
p. Collaborate with the Early Childhood Mental Health Virginia (ECMH VA) Initiative to expand provider competence and confidence in assessing social-emotional development and its impact on the child's use of	1, 2, 4	In place now and ongoing <i>Ongoing</i>	EI Administrator and State Early Childhood Mental Health Coordinator	Funding to continue Project SEED – to support training and kits for ASQ-SE2  Infant Mental Health	✓ Data is collected on the number of activities completed and the number of EI participants	

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appropriate behaviors to meet needs				Endorsement process – in place  ITCA Infant Mental Health Position Paper and Checklist		
q. Provide ongoing written technical assistance that supports interactive practice, discussion and learning related to functional assessment and the child outcome ratings process through the EI Strategies for Success blog (which is also tied to Facebook)	1, 2	In place now and ongoing <i>Ongoing</i>	Decision Tree - TA Consultant  Blog - PD Team Member	National, other states', and Virginia local systems' materials on potential topics for the blog and Update columns	<p>At least 2 blog posts are posted per year related to assessment and/or child outcome ratings process</p> <ul style="list-style-type: none"> <li>✓ Completed – 2017</li> <li>✓ Completed – 2018</li> <li>✓ Completed – 2019</li> <li>✓ Completed - 2020</li> </ul> <p>✓ Decision Tree and Test Your Inter-rater Reliability published at least 10 times per year through at least December 2016</p> <p>✓ Regional meeting agendas indicate reminder/review of Update and blog content and discussion of follow-up with local providers</p>	

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					✓ Data is collected on the number of individuals who access the blog and the number who open the Monthly Update	

## Virginia State Systemic Improvement Plan

**State Identified Measurable Result:** Increasing the statewide percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs

Broad Improvement Strategy 2: Identify and/or develop and implement the professional development resources and mechanisms for ongoing support necessary to ensure early intervention service providers, including service coordinators, consistently use coaching and natural learning environment practices when planning and delivering early intervention services

Priority Activities to Address the Broad Improvement Strategy:

1. Strengthen orientation and training of new staff
2. Educate families about coaching and natural learning environment practices
3. Increase collaboration with early childhood educators to support early intervention services in child care settings
4. Support providers' consistent use of coaching and natural learning environment practices with all families

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
a. Ensure revisions to the EI Certification Modules emphasize and support coaching and natural learning environment practices	1	2014 – 2017 <i>Completed</i>	PD Team	National, other states', and Virginia local systems' materials on module topics	✓ Modules revisions are released and, therefore, used by all practitioners entering Virginia's EI system	Fidelity checklists, including observation, indicate increased (and then sustained) use of key practices
b. Support implementation of the Coaching Facilitation Guide book study activities in local systems through the "Enhancing Local Implementation of Coaching Practices with the <i>Coaching Facilitation Guide</i> " project	4	Pilot 9/15 - 5/16 <i>Completed</i>  Determine whether to expand and/or require statewide 6/16 - 9/16	PD Team	Initial cohort evaluation results	✓ Coaching Facilitation Guides booklets are disseminated to all 40 local systems  ✓ Coaching Facilitation Guide is posted to VEIPD website and, therefore, available to all local system managers and providers	related to coaching and natural learning environment practices – with baseline established in 2018 and increase seen by 2020  ✓ <i>Baseline data collected 12/18</i>

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
		<p><b>Decision made to expand</b></p> <p>1<sup>st</sup> cohort – 9 local systems            2<sup>nd</sup> cohort – 6 local systems            3<sup>rd</sup> cohort – 7 local systems (1/18)            4<sup>th</sup> cohort – 7 local systems (3/18)            5<sup>th</sup> cohort – 8 local systems (1/19)</p>			<ul style="list-style-type: none"> <li>✓ Meeting agendas and notes indicate monthly online support is provided 11/15 – 4/16 for local leaders who self-selected to participate in the implementation project</li> <li>✓ Meeting notes indicate that participants report the project/book/activities are being used locally and that these activities are positively impacting provider knowledge and/or practices</li> <li>✓ At least 75% of project participants report by post-project survey that they were satisfied with the project</li> </ul>	<ul style="list-style-type: none"> <li>✓ 2019 data shows increased use of 10 of 12 practices measured and maintained on the other 2. Percent of observed fidelity is at or above 90% on 8 of 12 (compared to 5 of 12 at baseline).</li> <li>✓ 2020 data shows increase of 11 of 12 practices since baseline; increase on 9 of 12 since last year, with 2 maintained and 1 decreasing slightly. Comments indicate positive impact of COVID on coaching practices</li> </ul> <p>Annual Provider Implementation Survey (based on ENHANCE survey) indicates within 2 years of initial (baseline) survey an increase over baseline in (1) provider training and support, and (2) knowledge and use of targeted</p>
c. Implement (with accompanying Practice Manual revisions and technical assistance) expanded flexibility in planning service frequency by allowing planned frequency over a 6 month period to facilitate more	4	10/15 – 3/16 <b>Completed</b>	<p>EI Administrator, Part C EI Team Leader, Policy Consultant</p> <p>EI Services Program Manager at Department of</p>	None	<ul style="list-style-type: none"> <li>✓ Revised requirements regarding planned frequency period are released in the Practice Manual, which is posted on the ITCVA website and, therefore, available to all users.</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
individualized support to families			Medical Assistant Services		<ul style="list-style-type: none"> <li>✓ Statewide meeting process agenda indicates this topic was covered in the March 2016 statewide meeting with all local system managers</li> <li>✓ Regional meeting agendas indicate this topic was covered in all regional meetings</li> </ul>	<p>practices associated with coaching and natural learning environment practices –</p> <ul style="list-style-type: none"> <li>✓ <i>Baseline survey implemented 2016</i></li> <li>✓ <i>Increase in training and support from 2016 to 2018, with further increases in 2019</i></li> <li>✓ <i>Use of evidence-based coaching practices increased from 2018 to 2019</i></li> </ul>
d. Revise EI Activity Note to better reflect coaching approach, including joint planning	4	4/16 – 7/16 <i>Completed</i>	State team of TA and Monitoring consultants	National, other states', and Virginia local systems' materials/forms on documentation of coaching and joint planning information	<ul style="list-style-type: none"> <li>✓ EI Activity Note revised and posted on ITCVA website (therefore, available to all providers)</li> </ul>	<p>The percent of families strongly/very strongly agreeing with questions 16, 18, 20 and 22 on the family survey increases from FFY 2015 to FFY 2019</p> <ul style="list-style-type: none"> <li>✓ <i>Feel more confident in finding ways to meet my child's needs – 66% in FFY 2015; 65% in FFY 2018; 63% in FFY 2019 (and 94% agree at some level)</i></li> </ul>
e. Develop coaching and natural learning environment practices orientation package for new employees/contractors or those who need additional support	1, 4	4/16 – 6/17 <i>Completed</i>	State team of TA and Monitoring consultants and PD Team	National, other states', and Virginia local systems' resources on coaching and natural learning environment practices, including <i>Relationship of Quality Practices to Child and Family Outcomes</i> .	<ul style="list-style-type: none"> <li>✓ Orientation package is posted on ITCVA and VEIPD websites and, therefore, available to all local system managers and providers</li> </ul>	
f. Develop/adopt/adapt concise and practical self-assessment checklist that providers and supervisors	4	Pilot 4/16 – 12/16 <i>Completed</i>	Policy Consultant, with early adopter group	National, other states', and Virginia local systems' self-	<ul style="list-style-type: none"> <li>✓ Checklist is available to all local system managers, supervisors and providers on the ITCVA website</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
can use to monitor fidelity of implementation of coaching and natural learning environment practices		Checklist developed 9/16 – 1/17 <b>Completed</b>		assessment and fidelity checklists		<ul style="list-style-type: none"> <li>✓ <i>Understand the roles of the people who work with my child and family – 61% in FFY 2015; 62% in FFY 2018; 60% in FFY 2019 (and 95% agree at some level)</i></li> </ul>
g. Develop a 1-page handout(s) for families and physicians that describes coaching and natural learning environment practices	2	9/16 – 3/17 <b>Completed</b>	State team of TA and Monitoring consultants, with Family Advocacy and Support Coordinator at Arc of Virginia	<p>Technology support from VCU Partnership for People with Disabilities and PD Team</p> <p>Information sheets developed by local systems in Virginia</p>	<ul style="list-style-type: none"> <li>✓ Information sheet developed and disseminated to all local systems and the Arc of Virginia, posted to the ITCVA website</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Do things with and for my child that are good for my child's development – 73% in FFY 2015; 72% in FFY 2018; 69% in FFY 2019 (and 96% agree at some level)</i></li> </ul>
h. Explore with families the best way to provide orientation/training (including access to fidelity checklists) to families about coaching and natural learning environment practices	2	9/17 - 6/18 <b>Completed</b>	Technical Assistance Team, with Family Advocacy and Support Coordinator at Arc of Virginia	National, other states', and Virginia local systems' materials for families	<ul style="list-style-type: none"> <li>✓ Meeting agendas, meeting notes, and newsletters document that families have multiple opportunities during the development timeframe to provide input on the best way to provide orientation/training to families about coaching and natural learning environment practices</li> <li>✓ The SSIP is revised to reflect planned steps based on recommendations from families</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Feel that my efforts are helping my child – 70% in FFY 2015; 71% in FFY 2018; 68% in FFY 2019 (and 95% agree at some level)</i></li> </ul> <p>Percent of infants and toddlers exiting early intervention at age level who demonstrate improved use of appropriate behaviors to meet their needs, as measured and</p>

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					Short-Term	Long-Term
					<ul style="list-style-type: none"> <li>✓ Parents on the workgroup presented findings and recommendations to VICC</li> <li>✓ Updated wording in brochure</li> </ul>	<p>reported for the SPP/APR, increases in accordance with the state targets identified for Indicator 11 in the SPP/APR</p> <p>2016 – 55.2% (baseline)  2017 – 53.8%  2018 – 54.4%  2019 – 50.7%  2020 – 49.99%</p>
i. Establish expectations and process for ongoing support for providers in implementing coaching and natural learning environment practices.	4	9/17 – 9/18 <i>Completed</i>	PD Team	See Step I, in strategy 1	<ul style="list-style-type: none"> <li>✓ Mechanism(s) for ongoing support are in place and accessible to all local systems</li> </ul>	
j. Develop/adapt/adopt professional development resources and tools (including a fidelity checklist) to specifically support service coordinators' use of coaching and natural learning environment practices with families	4	7/19 <i>Completed</i>	PD Team  Fidelity Stakeholder Group	Technical assistance through ECPC national work on service coordination	<ul style="list-style-type: none"> <li>✓ At least one online comprehensive resource is posted on the VEIPD website</li> <li>✓ Fidelity assessment checklist is available as a professional development resource to all local system managers, service coordinators and supervisors via the ITCVA website</li> </ul>	
k. Explore with local system managers the type of resource or activity that will most effectively address the need they have identified to further explain evidence-based early	4	3/18 – 6/18 <i>Completed</i>	State staff with local system managers	None	<ul style="list-style-type: none"> <li>✓ Agenda and/or meeting documents for statewide local system manager meeting reflects this discussion</li> <li>✓ Specific activity is added to the SSIP, as</li> </ul>	

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					Short-Term	Long-Term
intervention service delivery to physicians					appropriate based on local system manager input	
l. Submit article for Virginia Chapter of the American Academy of Pediatrics newsletter highlighting EI Month and resources related to evidence-based EI practices	4	5/18 – 7/18 <i>Completed</i>	Deana, Telisha	None	✓ Article is submitted	
m. Gather information from stakeholders about what resources and supports are working well to ensure fidelity to coaching and natural learning environment practices and what, if any, additional resources and supports are needed	4	3/19 – 8/19 <i>Completed</i>	EI Team Leader	None	<ul style="list-style-type: none"> <li>✓ Web discussion is held with fidelity observers to seek input from observers and supervisors</li> <li>✓ A listening session is held by state staff at the Creating Connections to Shining Stars Conference to gather input from local system managers, observers, supervisors and providers</li> <li>✓ Activities are added to the SSIP, as needed, to address stakeholder input</li> </ul>	
n. In collaboration with the Infant-Toddler Specialist Network, explore information needs with child care providers/early childhood professionals in	3	5/19 – 3/20 <i>Completed</i>	PD Team	National, other states', and Virginia state and local systems' materials on providing EI services	✓ Orientation package is disseminated to all local systems, posted on the ITCVA website and disseminated through the	

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order to develop an orientation package for child care providers/early childhood professionals to support provision of early intervention services through coaching in child care settings, including home-based child care settings				in child care settings and on coaching in EI  Illinois video, <a href="#">Early Intervention and Child Care</a> Rush and Shelden's <a href="#">Checklists for Providing/Receiving Early Intervention Supports in Child Care Settings</a> article and tool	Infant-Toddler Specialist Network.	
o. Develop an orientation process and materials for local systems to use in training new service coordinators on evidence-based coaching and natural learning environment practices	1, 4	9/20  <b>Completed</b>	PD Team	None	✓ Orientation package is disseminated to all local systems, posted on the ITCVA and/or VEIPD website	
p. Develop and implement short courses for new and veteran practitioners with rotating topics (e.g., functional assessment, coaching, natural learning environment practices, etc.) to facilitate learning, support and problem solving	4	3/22	PD Team	National and other states' information on effective learning communities	Participants indicate the short course is a valuable source of learning and support for the use of evidence-based practices	

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q. Pilot practice-based coaching as a mechanism for growing local capacity to support and sustain evidence-based caregiver coaching practices with fidelity	4	6/21  Revised - 3/22	Telisha	National resources on practice-based coaching  Consultation with national experts	Evaluation following the practice-based coaching pilot indicates that local participants feel prepared to support their colleagues' use of evidence-based practices with fidelity	
r. Collaborate with the Early Childhood Mental Health Virginia (ECMH VA) Initiative to expand providers' own competence and their access to professionals trained in mental health in order to address social-emotional development and child-caregiver relationships through coaching and natural learning environment practices	1, 2, 4	In place and ongoing <b>Ongoing</b>	EI Administrator and State Early Childhood Mental Health Coordinator	Funding to continue Project SEED – to support training and kits for ASQ-SE2  Infant Mental Health Endorsement process – in place  ITCA Infant Mental Health Position Paper and Checklist  CSEFEL Pyramid Model materials	✓ Data is collected on the number of activities completed and the number of EI participants	

## Virginia State Systemic Improvement Plan

**State Identified Measurable Result:** Increasing the statewide percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs

Broad Improvement Strategy 3: Increase local system capacity to determine the extent and fidelity of provider use of evidence-based practices, including the ability to identify and address fiscal and other local system issues that support or hinder full implementation of these practices and the ability to assess the impact of evidence-based practices on results for children and families.

Priority Activities to Address the Broad Improvement Strategy:

1. Articulate required functions for local lead agencies (e.g., local system management, fiscal management, etc.) including competencies necessary to carry out the functions as specified in the local contract, Practice Manual, state code/regulations, policy interpretation
2. Develop consistent, comprehensive orientation for local lead agency staff involved in EI system management, including core responsibilities of fiscal management, supervision and oversight for implementation of evidence based services
3. Enhance the training and TA structure/mechanisms at the state level to support local lead agency staff involved in EI system management on an ongoing basis with carrying out core responsibilities including fiscal management, implementation of evidence based services
4. Explore options for local lead agency structure changes that might lead to improved capacity for fiscal management and oversight for implementation of evidence based services

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
a. Develop supervisor competencies, disseminate as a resource to local systems and integrate them into revised EI certification supervision module and other documents (e.g., Practice Manual)	1	Develop and disseminate: 1/15 – 5/16 <i>Completed</i>  Integrate in module: 10/17 - 3/18 <i>Completed</i>	PD Specialist, Virginia Home Visiting Consortium	Technology support for module revisions from VCU Partnership for People with Disabilities  Resources through Home Visiting Consortium	<ul style="list-style-type: none"> <li>✓ Supervisor competencies are defined</li> <li>✓ Competencies are disseminated to local system managers and program supervisors and posted to VEIPD website by 5/16</li> <li>✓ Competencies are integrated into the</li> </ul>	All providers participate in fidelity assessment, as documented by local system managers and reported to the state ITCVA Office by 3/19; ongoing annual evaluation of participation shows participation sustained at 100%

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
					revised supervision module and, therefore, impact training of all new supervisors	<ul style="list-style-type: none"> <li>✓ Yes – December, 2018</li> <li>✓ Yes – December, 2019</li> <li>✓ Yes – December, 2020</li> </ul>
b. Revise content and format for Kaleidoscope training for service coordinators to reduce duplication with certification modules, build on existing resources, reduce travel and time away from work for participants, increase follow-up support after face-to-face training and incorporate features of evidence-based professional development.	3	1/16 – 6/17 <i>Completed</i>	PD Team	<p>Resources on building communities of practice for follow-up after in person training</p> <p>Dunst’s 7 Key Features of Evidence-Based Professional Development to assess revised content and format</p>	<ul style="list-style-type: none"> <li>✓ Evaluation following the face-to-face component indicates at least 75% of participants who submit the evaluation say (1) the training gave them tools and resources they will use in their daily work; (2) the training had a positive impact on their professional skills; (3) the content advanced their skills; and (4) they are able to identify at least one change in practice they’ll make as a result of the training.</li> <li>✓ Evaluation of the follow-up community of learning component of Kaleidoscope indicates at least 75% of participants who complete the evaluation say the community of learning gave them opportunities to practice applying the information they learned</li> </ul>	<p>Fidelity checklists, including observation, indicate increased (and then sustained) use of evidence-based practices</p> <ul style="list-style-type: none"> <li>✓ <i>Baseline data collected in 2018</i></li> <li>✓ <i>2019 data shows increased use of 10 of 12 practices measured and maintained on the other 2. Percent of observed fidelity is at or above 90% on 8 of 12 (compared to 5 of 12 at baseline).</i></li> <li>✓ <i>2020 data shows increase of 11 of 12 practices since baseline; increase on 9 of 12 since last year, with 2 maintained and 1 decreasing slightly. Comments indicate positive impact of COVID on coaching</i></li> </ul> <p>Annual state review of local system manager fidelity</p>

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
c. Release updates to manuals and documents at two set times each year (March and September) in conjunction with the statewide local system manager meetings, to support a coordinated roll-out and effective communication of new information	3	Starting 3/16 <i>Ongoing</i>	EI Administrator	None	<ul style="list-style-type: none"> <li>✓ Release of new and revised documents follows the March/September schedule, beginning 3/16</li> <li>✓ Survey of local system managers at the September 2017 statewide LSM meeting indicates at least 75% of local system managers prefer this process to the previous rolling schedule and that it is easier to understand and use the new information as a result of this process</li> </ul>	<p>assessment follow-up (meeting agendas, notes, verbal report by LSM) indicates local system managers can identify use of evidence-based practices and implement effective strategies to support increased and sustained use of those practices.</p> <ul style="list-style-type: none"> <li>✓ 2018</li> <li>✓ 2019</li> <li>✓ 2020</li> </ul> <p>Annual Provider Implementation Survey (based on ENHANCE survey) indicates within two years of initial (baseline) survey an increase over baseline in (1) provider training and support, and (2) supervision of provider implementation of evidence-based practices</p> <ul style="list-style-type: none"> <li>✓ <i>Baseline survey implemented 2016</i></li> </ul>
d. Review and revise, as needed, the contract with local lead agencies to specify/clarify required functions for local lead agencies	1	3/16 – 5/16 <i>Completed</i>	EI Administrator	None	<ul style="list-style-type: none"> <li>✓ SFY 2017 contract defines required functions</li> </ul>	<p>Annual Provider Implementation Survey (based on ENHANCE survey) indicates within two years of initial (baseline) survey an increase over baseline in (1) provider training and support, and (2) supervision of provider implementation of evidence-based practices</p> <ul style="list-style-type: none"> <li>✓ <i>Baseline survey implemented 2016</i></li> </ul>
e. Require each local lead agency to identify in the local contract who in their local system (by name) fulfills each required local lead agency function	1	3/16 – 6/16 <i>Completed</i>	EI Administrator	None	<ul style="list-style-type: none"> <li>✓ Each local lead agency identifies in their SFY 2017 contract with DBHDS the individual within their local system who fulfills each function</li> </ul>	
f. Identify a process to review and revise, as needed and with input from all local	4	4/16 – 3/17 <i>Complete for now (6/16); will</i>	EI Administrator	Information, resources and tools through	Evaluation process is identified	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
lead agencies, the formula used for local allocations to ensure equitable allocation of funds and reduce budget shortfalls in local systems		<i>revisit once a new statewide data system is in place and additional data are available(or all local systems can provide needed data)</i>		participation in the ITCA Fiscal Initiative	Specific steps and timelines to implement the process are identified and added to the SSIP once new state data system is operational	✓ <i>Increase in training and support from 2016 to 2018, with further increases in 2019</i>  Percent of infants and toddlers exiting early intervention at age level who
g. Define requirements, mechanisms and timelines for using fidelity assessments to monitor and support implementation of evidence-based practices.	3	Pilot 4/16 – 12/16 <i>Completed</i>  Prepare for full implementation 4/17 – 9/17 <i>Completed</i>  Fully implement 10/1/17 <i>Completed</i>	Policy Consultant  Stakeholder group, including local system managers and providers	National resources on fidelity assessment, including information from the Active Implementation Hub  Information and materials from Virginia local systems using fidelity assessment	✓ SFY 2018 contract with local lead agencies specifies minimum requirements, mechanisms and timelines for beginning to use fidelity assessment  ✓ As reported by local system managers to their TA or Monitoring Consultant, all SFY 2018 local lead agency contracts with providers require participation in fidelity assessment	demonstrate improved use of appropriate behaviors to meet their needs, as measured and reported for the SPP/APR, increases in accordance with the state targets identified for Indicator 11 in the SPP/APR <i>2016 – 55.2% (baseline) 2017 – 53.8% 2018 – 54.4% 2019 – 50.7% 2020 – 49.99%</i>
h. Identify effective strategies for local lead agency oversight of contract providers (e.g., specify expectations in contracts with providers) and include in the Local System	3	1/17 – 6/17 <i>Completed</i>	Team of Monitoring and TA Consultants	National and other states' resources on effective oversight and management  Virginia local system provider	✓ Meeting agendas and notes indicate stakeholders participated in identifying effective strategies for oversight of contract providers	Number of local systems with timely submission of budgets and fiscal reports increases by

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
Manager Handbook and local lead agency orientation materials				contracts and other tools and materials for oversight of contract providers	✓ These strategies are included in the LSM Handbook and local lead agency orientation materials	June 2022
i. Prepare an annual data summary for use with a variety of stakeholders and provide regular EI updates to local lead agency executive directors through existing meetings	2,3	Annually Beginning 5/17 <i>Ongoing</i>	EI Administrator	Other states' materials (e.g., Maryland) for this type of presentation  Data dashboard resources from ITCA Fiscal Initiative	As documented by announcements, meeting agendas and/or notes, a State of the State's Part C System is presented annually ✓ 2017 ✓ 2018 – data summary	
j. Develop and implement a webinar or series of webinars (also recorded and archived) and provide ongoing technical assistance through regional meetings to support local system manager, supervisor and provider use of required fidelity assessments	3	5/17 – 9/17 <i>Completed</i>	TA Consultants, Policy Consultant	Technology support for webinars from VCU Partnership for People with Disabilities	✓ Webinar(s) are conducted, recorded and available on the VEIPD website (therefore, available to all target participants)  ✓ All local system managers, program supervisors, and providers complete the webinar within 1 month of its original presentation date, as documented by printed certificate or signed attestation.	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
					✓ Webinar evaluations indicate at least 75% of participants who submit the post-webinar evaluation state they understand the fidelity assessment requirements	
k. Specify expectations for local system orientation for new providers to support implementation of evidence-based practices, including functional assessment, child outcome ratings, coaching and natural learning environment practices	3	7/17 – 12/17 <i>Completed</i>	EI Administrator  Stakeholder group, including local system managers and providers	National, other states', and Virginia local systems' materials for provider orientation  Materials from Early Childhood Mental Health Virginia Initiative	✓ SFY 2019 contract with local lead agencies includes requirement for use of the orientation package(s), or its equivalent, with all EI employees and contract providers new to Virginia's Part C system	
l. Develop a Local System Manager Handbook	2, 3	7/17 – 1/18 <i>Completed – development</i>  Post to website by 7/18 <i>Completed</i>	Policy Consultant	National, other states', and Virginia local systems' management handbooks  Supervision, leadership resources from Home Visiting Consortium	✓ Handbook is developed, disseminated to all local system managers and posted to the ITCVA website	
m. Re-design the state (infantva.org) website to make it more functional for all users	3	6/19  Revised – 9/20  Revised - 3/22	Data Manager, with stakeholder group	Expertise of website staff in DBHDS IT Dept. and PD staff at VCU Partnership	Website is re-designed and deployed	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
				<p>for People with Disabilities</p> <p>Layout and organization of other states' websites</p> <p>Budget existing funds or seek additional funds, if necessary, to support IT personnel time</p>	<p>A survey of users 6 months after website deployment indicates at least 75% of respondents found the new website visually appealing and easy to navigate</p>	
n. Develop and implement a multi-component orientation plan (face-to-face, online, mentoring, etc.) for new local system managers, fiscal staff and executive/supervisor leadership at local lead agencies	2	<p>Develop: 3/18 – 9/18 <i>Completed</i></p> <p>Implement: 9/18 <i>Completed</i></p>	Team of state PD, TA, Monitoring and fiscal staff with stakeholder group	<p>National and other states' /initiatives' materials on mentoring</p> <p>National and other states' orientation materials for state and local leaders/managers</p> <p>Supervision, leadership resources from Home Visiting Consortium and Early Childhood Mental Health Virginia Initiative</p>	<p>✓ Orientation plan is developed and includes multiple components of professional development</p> <p>✓ All orientation resources and materials are available on the ITCVA website and, therefore, easily accessible to target audience</p> <p>✓ Evaluation immediately following orientation indicates that at least 75% of responding participants understand their required role and know where to find</p>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
					additional resources to answer future questions	
o. Develop and implement a mechanism to effectively track timely submission of local fiscal reports and identify a manageable long-term evaluation activity and timelines to determine improvement in timely submission	4	4/18 – 12/18 <i>Completed</i>	EI Administrator, Fiscal Specialist	None	<ul style="list-style-type: none"> <li>✓ Tracking mechanism is in place</li> <li>✓ Long-term evaluation activity related to timely fiscal data is added</li> </ul>	
p. Align state monitoring processes with priorities identified in the SSIP to support local systems in implementing evidence-based practices	2	Develop the process 4/18 – 11/18 <i>Completed</i>  Implement initial focus area 1/19 – 9/19 <i>Completed</i>	Monitoring and TA teams	State and national review tools and checklists related to evidence-based practices	<ul style="list-style-type: none"> <li>✓ Local landscape document developed for each local system based on desk review and on-site visits</li> <li>✓ State landscape document developed</li> </ul>	
q. Develop and implement resources and mechanisms to support local systems in using fidelity assessment data	3	7/18 – 6/19 <i>Completed</i>	Monitoring and TA Teams	National and other state resources and materials	<ul style="list-style-type: none"> <li>✓ At least 3 resources and/or mechanisms are developed</li> <li>✓ All resources developed are posted to the ITCVA and/or VEIPD website</li> </ul>	
r. Develop and release additional professional development resources specifically for service coordinators, including	3	9/19 <i>Completed</i>	PD Team	Technology support for webinars from VCU Partnership for People with Disabilities	<ul style="list-style-type: none"> <li>✓ At least three SC Chats are held in all parts of the state</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
resources and an optional fidelity checklist that support service coordinator use of coaching practices					<ul style="list-style-type: none"> <li>✓ Online course on coaching in service coordination is complete and available on the VEIPD website</li> <li>✓ Optional fidelity checklist is available on the ITCVA and VEIPD websites</li> <li>✓ Decision about timeline for required use of fidelity checklist as self-assessment and/or observation tool is made</li> </ul>	
s. Host Professional Development Team Office Hours to support local system managers and program supervisors in delivering effective local staff development related to evidence-based practices	3	Starting 12/19 <i>Completed</i>	PD Team	Resources from another state that used this strategy	<ul style="list-style-type: none"> <li>✓ Office Hours are held at least 4 times per year <i>Held 2 and scheduled a third one. 1<sup>st</sup> one had 3 participants, 2<sup>nd</sup> one had 1 participant. Discontinued due to lack of interest</i></li> </ul>	
t. Develop resources, as needed, and provide support for use of the selected evidence-based practices via telehealth and to maintain those practices that were strengthened by remote service delivery when in-person service delivery resumes	3	Ongoing	PD Team	None	A variety of mechanisms are used to support local system managers and providers	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
u. Support local leadership development through a “Dare to Lead” leadership book study for local system managers and program supervisors and an ECHO on leadership for local system managers	3	3/22	PD team, stakeholder group	Information from other states, national TA Centers about leadership development	Book study and ECHO are completed  Evaluations indicate participants found it valuable and felt they increased their leadership skills	
v. Explore ways of organizing Virginia’s service delivery system to maximize the use of available fiscal and personnel resources	4	6/21  Revised - 3/22	EI Team Leader, Stakeholder Group	Information on infrastructure from other states	✓ Create Infrastructure work group  Recommendations are made by work group to State Lead Agency	
w. Grow Virginia’s early intervention workforce by increasing the number of college students who are exposed to the field of early intervention, enhancing recruitment and retention strategies, and exploring options to expand who can be a qualified provider and how qualified providers can be used within the system	3	6/21  Revised - 3/22	PD Team	National resources on recruitment and retention in education and related services fields	At least 4 new strategies and/or resources are implemented to address recruiting and retaining EI personnel • 2020 – 3 new strategies	
x. Incorporate adult learning principles in communication with and development of all materials for personnel and families	Other	Underway and ongoing through 2020 <i>Ongoing</i>	All State Part C staff and PD Team	National resources on adult learning principles	✓ Adult Learning Principles laminated card is widely disseminated to state and local staff	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
					<p>An annual review by state staff of new professional development resources and materials indicates new information (1) explicitly connects to and builds on prior information/ knowledge, and (2) actively engages the learner with interactive components within the learning activity and/or with suggestions and support for follow-up activities to practice using the new information in context</p> <ul style="list-style-type: none"> <li>✓ 2016</li> <li>✓ 2017</li> <li>✓ 2018</li> <li>✓ 2019</li> <li>✓ 2020</li> </ul>	

## Virginia State Systemic Improvement Plan

**State Identified Measurable Result:** Increasing the statewide percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs

Broad Improvement Strategy 4: Enhance the capacity of the statewide early intervention data system (ITOTS) to efficiently collect and report comprehensive data on child indicator results that helps in evaluation and improvement planning at the state and local levels

Priority Activities to Address the Broad Improvement Strategy:

1. Support local systems in collecting, analyzing and using data for local system evaluation and improvement planning
2. Replace or fix ITOTS to meet the expanding data needs of Virginia’s EI system

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
a. Foster a statewide culture of consistent and routine data-driven inquiry and decision-making by collaborating with stakeholders to identify key data questions we want to answer	1	Underway and ongoing <i>Ongoing</i>	EI Administrator	Materials, resources and ideas (national and from other states) provided through the DaSY Topical Meeting on “Supporting Local Data Use for Program Improvement”	<ul style="list-style-type: none"> <li>✓ Meeting agendas, talking points and notes, and monthly Updates demonstrate multiple opportunities for a variety of stakeholders to collaborate with DBHDS in identifying key data questions</li> <li>✓ Meeting agendas, talking points, and notes document data-driven decision-making</li> </ul>	Statewide percent of children with at least 6 months between initial and exit assessment exiting with complete child outcomes data increases, as measured by the new ITOTS Child Progress Analysis Report – baseline to be established in FFY 2015, measured annually, with increase by FFY 2018 ✓ Increase from 91.4% in FFY 2015 to 96% in FFY 2016, maintained at 95.5% in FFY 2017 and 94.1% in FFY 2018 and 94% in FFY 2019
b. Identify widely agreed upon future data system needs/wants (data elements and functionality) using the	2	6/15 – 6/16 <i>Completed</i>	Data Manager, Monitoring Consultant with State	DaSY Cohort on Integrating IFSP/IEP into data system	<ul style="list-style-type: none"> <li>✓ Meeting agendas, talking points and notes, and monthly Updates demonstrate that local system</li> </ul>	A new data system is

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
DaSY Framework Self-Assessment and broad stakeholder input			Leadership Team on Data	Recommendations from Early Childhood Mental Health Virginia Initiative	managers, local lead agency executives, local data managers, and providers have multiple opportunities to participate in the identification of priorities for the new data system  ✓ Needed data elements and functionalities are identified and defined in writing	implemented and addresses the widely agreed upon data system needs (data elements and functionality) identified in step c  Meeting agendas, notes, presentations, and other documentation indicate that local system managers and state staff use the new data system to correlate child
c. Identify and evaluate potential replacement systems in order to determine the data system that best addresses Virginia's needs and maintains data exchange capabilities	2	7/15 – 9/16 <i>Completed</i>	EI Administrator, Data Manager with State Leadership Team on Data	DaSY – help identifying other states with data systems to consider; technical assistance through DaSY Cohort on Integrating IFSP/IEP info data system  Information from other states' data managers and IT staff	✓ Replacement data system is identified	outcome data with other program and demographic data in order to identify successes and to plan and evaluate improvement efforts  Annual Provider Implementation Survey (based on ENHANCE survey) indicates within two years of initial (baseline) survey an increase over baseline in provider understanding of local system results on the child outcomes  ✓ <i>Baseline survey</i>
d. Determine what data elements in our existing data system will give us the most helpful information – which factors have the biggest impact on child results	1	8/15 – 6/16 <i>Completed</i>	Data Manager and Monitoring Specialist, with State Leadership Team for Data	DaSY consultation  NEILS study data to narrow focus on what factors are most likely to impact results	✓ Priority data elements are identified	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
e. Continue to address analysis and use of local data to support data quality and program improvement through structured support in regional meetings, statewide meetings, and webinars	1	9/15 and ongoing <i>Ongoing</i>	State team of TA and Monitoring Consultants	Technology support for webinars from the VCU Partnership for People with Disabilities  DaSY consultation on tools and interpretation and to support State staff in helping local systems	<ul style="list-style-type: none"> <li>✓ Regional meeting agendas indicate child outcome data analysis and use, including data quality, are addressed with local system managers at least 3 times per year through FFY 2019</li> <li>✓ Statewide meeting agendas indicate child outcome data analysis and use are addressed with local system managers at least once a year through FFY 2019.</li> </ul>	<p><i>implemented in 2016</i></p> <ul style="list-style-type: none"> <li>✓ <i>Increased by 2018, with further increases in 2019</i></li> <li>✓ <i>Additional increase in 2020</i></li> </ul> <p>Percent of infants and toddlers exiting early intervention at age level who demonstrate improved use of appropriate behaviors to meet their needs, as measured and reported for the SPP/APR, increases in accordance with the state targets identified for Indicator 11 in the SPP/APR <i>2016 – 55.2% (baseline)</i> <i>2017 – 53.8%</i> <i>2018 – 54.4%</i> <i>2019 – 50.7%</i> <i>2020 – 49.99%</i></p>
f. Determine the feasibility of “fixing” ITOTS (time and cost; ability to add needed functionality)	2	10/15 <i>Completed</i>	EI Administrator, IT Director	Expertise of DBHDS IT Department staff	<ul style="list-style-type: none"> <li>✓ Decision is made whether or not to fix ITOTS</li> </ul>	
g. Participate in the DaSY Topical Meeting on “Supporting Local Data Use for Program Improvement” to identify new strategies to support local analysis and use of child outcome data	1	11/15 <i>Completed</i>	EI Team Leader, Policy Consultant	Travel supported by DaSY for 2 state and 3 local staff to participate	<ul style="list-style-type: none"> <li>✓ Team of state and local representatives attends the meeting</li> <li>✓ Team identifies new strategies to support local analysis and use of child outcome data</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
h. Identify a simple and effective way for local systems to collect and analyze data on child outcomes, evaluating new and current tools and templates to develop a uniform tool kit and process for local use	1	2/16 – 8/16 <i>Completed</i>	State team of TA and Monitoring Consultants	DaSY Consultation  Resources from DaSY topical meeting on pivot tables and other tools for organizing and presenting data	<ul style="list-style-type: none"> <li>✓ ITOTS ad hoc report is revised to include discharge date and released to users</li> <li>✓ Tool kit of data analysis tools and templates is posted on the ITCVA website</li> </ul>	
i. Determine the need for and submit, if needed, a budget request(s) to the General Assembly to pay for and maintain new data system (including consideration of costs to local lead agencies to exchange data without duplicate data entry)	2	Initial request under consideration for session that ends 4/16 <i>Completed</i>	EI Administrator	Information from the state/manufacturer from which data system will be obtained about the purchase and maintenance costs	<ul style="list-style-type: none"> <li>✓ Initial budget request, if needed, is made for the 2016 General Assembly session</li> <li>✓ Sufficient funding is available in order to obtain and maintain the new data system (based on current projections)</li> </ul>	
j. Determine specific steps and timelines to reach implementation of the new data system and to prepare, train and support users for the new data system	2	9/16 – 6/17 <i>Completed</i>	EI Administrator, IT Director	DBHDS IT Department  DaSY Consultation  Information from other states' data managers and IT staff	<ul style="list-style-type: none"> <li>✓ Specific steps and timelines are identified for implementation of the new data system, and the SSIP is updated to reflect these specific plans</li> </ul>	

Steps	Activity #	Projected Timelines	Person(s) Responsible	Resources Needed* (in addition to stakeholder input)	Indicators of Success & Evaluation Plan	
					Short-Term	Long-Term
k. Establish User Group	2	5/17 – 9/17 <i>Completed</i>	Data Manager	DaSY Consultation	✓ Group established and begins meeting	
l. Submit Decision Brief to DBHDS Data Governance Committee and partner with IT staff in completion of the 90-day evaluation process in order to identify time- and cost-effective data system solution that will meet program needs	2	Decision Brief 1/19 <i>Completed</i>  Evaluation 2/19 – 5/19 <i>Completed</i>	IT Innovation Team in partnership with Data Manager and EI Team Leader	Vendor information	✓ Data system solution selected	
m. Based on data system solution that is selected, identify the steps and timelines necessary to develop and implement the new data system	2	9/19  Revised 12/20  Revised 12/21	Data Manager, EI Team Leader	TBD	Steps and timelines are added to the SSIP	

\*Generally, funding is only listed in the Resources Needed if there is an anticipated need for new or additional funding.