



FFY 2017 State Performance Plan/Annual Performance Report

Indicator 17: New Hampshire Part B

State Systemic Improvement Plan (SSIP)

Phase III, Year 3: iSocial

April 1, 2019

Summary of Phase III: Year 3

Phase III: Year 3 of the State Systemic Improvement Plan (SSIP) saw great gains in the iSocial system. With the advent of the State Personnel Development Grant (SPDG), significant additional resources and infrastructure development occurred. While the SSIP continued to focus on program-wide expansion and sustainability within the selected districts, the SPDG had a community-wide approach and included a focus on infants through Kindergarten aged children and their families. As a note to the reader, because New Hampshire (NH) integrated the SSIP and SPDG, it was sometimes challenging to distinguish between the two. Both serve as integral underpinnings of the larger iSocial system (Appendix I: iSocial Visual). It is the author's intent to report on the portions of iSocial that are specific to the SSIP and to tell the larger story when that helps the reader understand the impact of the iSocial system on the SSIP.

The iSocial State Leadership Team made progress on the State action plan (Appendix II: iSocial Action Plan) which was driven by the Theory of Action (ToA) (Appendix III: Theory of Action). More information on this progress is included in the **Description of implementation progress** section. The four overarching goals focused on developing the infrastructures for coaching, training and evaluation as well as the State level infrastructure needed to support successful implementation of iSocial and the Pyramid Model.

The SSIP district Leadership Teams, supported by their process coaches, implemented action plans that promoted local implementation and sustainability across the active implementation drivers: competency, organizational and leadership. The process coaches, with the support of Beth Steenwyk (national expert on implementation science and change theory), clarified their role and function in alignment with key sustainability factors and promoted the gradual release of themselves as a support for the local leadership teams (see Appendix IV: Process Coach Role and Function). SSIP districts expanded implementation with an increased number of practitioners being coached and more teachers being observed and assessed for fidelity implementation of the TPOT™.

iSocial Theory of Action, including the SiMR

Phase III: Year 3 spanned from March 2018-February 2019. Throughout this time, New Hampshire continued with the implementation of the State Systemic Improvement Plan (SSIP) Theory of Action (ToA), including the State-identified Measurable Result (SiMR), that was refined in Phase III: Year 2 (Appendix III: Theory of Action). The SiMR that New Hampshire strives for states that: "Preschool children with disabilities in the identified subset of districts will substantially increase their rate of growth in the area of improved social-emotional skills (including social relationships) by the time they turned six years of age or exit the program." The SiMR was based on the State Performance Plan, Indicator 7 Outcome A1 "Positive social-emotional skills (including social relationships): Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program". Based on this ToA, the State engaged in coherent improvement strategies designed to build an infrastructure to support implementation of the Pyramid Model. The need to develop

complementary infrastructure articulated in the ToA continued to be essential in the creation of a system that thrives statewide and is vital at all levels.

Coherent improvement strategies

In Phase III: Year 3, New Hampshire continued to invest in infrastructure development to support implementation of iSocial. An internal Core Team comprised of key staff from both the SSIP and SPDG oversaw the day-to-day operation of iSocial, planned and facilitated the iSocial State Leadership Team meetings, and used data and feedback from stakeholders at all levels to expand and implement the iSocial system. An Expanded Core Team comprised of the internal Core Team as well as leads from key initiatives (PTAN and Race2K) met frequently to actively engage in a plan/do/study/act cycle to assess the development of practice-based and process coach cohorts. These cohorts serve as the potential pool of future New Hampshire Master Cadre coaches and trainers. The State Leadership Team (SLT) expanded membership and became much more actively involved in iSocial. iSocial invested in a Family Engagement Director and a Family Engagement facilitator housed at the NH Parent Information Center. The director was unofficially identified by the Pyramid Model Consortium as a Master-level state trainer in Positive-Solutions for Families.

Additionally, iSocial increased capacity for data analysis and evaluation. The Core Evaluation Team, comprised of the internal iSocial Evaluation Coordinator, external evaluator (Center for Behavioral Health Innovation at Antioch University), and technical support from the IDEA Data Center (IDC) engaged in a process of tool refinement as well as mapped the data needs for each role in iSocial laying the foundation for a technical assistance framework to support iSocial participants in understanding, collecting, and more effectively using data to support implementation. The iSocial Data System Development Team implemented enhancements to the iSocial data system which strengthened data integrity, expanded reporting capacity, and fortified structural elements which will support future scalability and sustainability of the data system.

New Hampshire increased fiscal support for the development of the state infrastructure, leveraging both IDEA and SPDG funds. This support included enhancing the professional development and technical assistance system and expanding implementation of the practices to more classrooms within the participating districts. Fiscal support for SSIP teams continued, driven by their action plans.

Education and engagement of stakeholders at all levels and the enhancement of the cascade of bi-directional feedback loops continued to be embedded in implementation and evaluation.

Evidence-based practices implemented to date

Implementation of the Pyramid Model Framework

In Phase III: Year 3 iSocial continued to focus on the base of the Pyramid (Effective Workforce; Systems and policies promote and sustain the use of evidence-based practices) and Tier 1 (Universal) and Tier 2 (Targeted). This was done through training and coaching around nurturing

and responsive relationships and high quality supportive environments as well as a focus on the local leadership teams. iSocial was also able to focus more on Tier 3 (Intensive) through trainings that were specific to addressing more challenging behaviors and understanding equity and implicit bias. As part of Tier 3, preliminary discussions between the Core Team and the Pyramid Model Consortium began to explore the role and function of behavior specialists, mental health consultants and reflective supervision that are integral to the full system. This was less of a priority in previous years because schools already have many of the Tier 3 supports in place. As New Hampshire expanded to communities, this became a critical and complex area to be developed.

Twelve of the fourteen iSocial districts (five single districts and one School Administrative Unit comprised of seven districts) entered the third year of implementation of the Pyramid Model at the local level. Two of the fourteen iSocial districts began their second year of Pyramid Model implementation. More information on district implementation and results is woven throughout the document.



Pyramid Model Framework: National Partners

The Pyramid Model Consortium (PMC), internationally recognized as the experts in the promotion of the high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, worked under contract with NH. Operating in 32 states, the PMC has supported states with the development of cross-sector, statewide Pyramid Model Leadership Teams. The PMC has been an invaluable resource during Phase III and is a key partner in the SPDG. The PMC consults regularly with the Core team and Expanded Core Team and is a member of the iSocial State Leadership Team. The PMC experts coach the New Hampshire coaches as well as engaging in systems building of the Master Cadre. PMC also provided expert trainers for the vast majority of the trainings held by iSocial in the past year.

The federally funded National Center for Pyramid Model Innovation (NCPMI) has also proven invaluable to New Hampshire. The iSocial Core Implementation Team resourced the Center regarding the latest iteration and thinking around potential revisions to resources and tools supporting Pyramid Model Implementation in home visiting and early intervention programs. Through this process, Coos Coalition was invited to provide feedback on draft Home Visiting

Benchmarks of Quality revisions in November 2018. New Hampshire is working with NCPMI experts to pilot Home-visiting BOQ in Spring 2019.

Beth Steenwyk, national expert on implementation science, coached the process coaches in the application of implementation science to support local leadership teams with building an implementation infrastructure and capacity development. This work focused this year on the integrated and compensatory implementation drivers and the implementation cascade, building local independence and sustainability.

Connecting with other initiatives

iSocial has continued coordination and collaboration with other Pyramid Model initiatives in New Hampshire, which enhances the opportunities for scale-up and sustainability. For example:

- SAMHSA-funded initiatives within the NHDOE Bureau of Student Wellness such as Fast Forward 2020, Project Grow and Project AWARE have early childhood elements and in some cases include support of Positive Behavioral Intervention and Support (PBIS), Multi-tiered Systems of Support-Behavior (MTSSB) and Trauma informed care, thus providing a smooth transition from early childhood to school age.
- The iSocial State Coordinator co-led the New Hampshire Pyramid Model State Leadership Team (PM SLT); a cross-sector mix of state and local partners (refer to Appendix V: PM SLT Membership).
- The PM SLT mission states: *“The New Hampshire PM State Leadership Team will lead the development of a sustainable, complementary state and local infrastructure for the implementation of the PM framework.”* iSocial provided fiscal supports for the meeting facilitation and coordination. This statewide work was informed by the experiences and systems developed through iSocial. By leveraging iSocial, there was increased capacity to move the cross-sector statewide system forward at a faster pace than would otherwise be possible. For example, the iSocial Family Engagement Director worked with the PM SLT communication work group to move that work forward, creating the first informational pieces about the Pyramid Model for families (see Appendix VI: What is PM and VII: Families Want to Know). It is the hope that the PM SLT will be the long-term coordinating body that will support the work of iSocial.
- This winter, New Hampshire received that Preschool Development Grant (PDG). While that primarily focused on early childhood systems needs assessment and strategic planning grant, iSocial and the Pyramid Model were included in the section on *Sharing Best Practices*. This work is in the early stages and has not directly overlapped with the iSocial work yet although iSocial staff are at the PDG table.
- iSocial Core Team member participated on the NH Quality Rating and Improvement System (QRIS) revision. It is anticipated that NH QRIS will include an endorsement in Pyramid Model.

Overview of evaluation activities, measures, and outcomes

During Phase III: Year 3, the Evaluation Team focused on strengthening the quality and utility of iSocial data. The Team approached this task from three fronts: 1) data collection tool revision, 2) data system modifications, and 3) comprehensive TA plan to support state and local data use. As a result of this work, previous data collection tools have been edited, combined or removed based on the quality and integrity of the data they provided and new ones have been added to address scale-up through the SPDG. The back-end of the iSocial data system has gone through significant table modifications and new permissions roles have been added to allow for greater flexibility and sustainability through the continued expansion of iSocial. In addition to these structural changes, data collection tools and systems reports have been added to increase the utility of the system and support its use in ongoing progress monitoring by the state and local teams. Lastly, the Evaluation Team has outlined the key data needs and supports each level of iSocial needs to collect, understand, and use data effectively to support implementation. The team has also begun to translate this outline into targeted TA materials and trainings, beginning with local Leadership Teams.

Data analysis during Phase III: Year 3, in addition to regular data monitoring, was strategically focused to support decision making for continued improvement and sustainability of implementation. Through analysis of both infrastructure and practice data from key measures including the Benchmarks of Quality (BOQ), Teaching Pyramid Observation Tool (TPOT™), coaching cogs, feedback surveys, and feedback loops, the State Leadership Team observed steady progress on targeted outcomes. More information regarding the analysis and results can be found in the **Progress and Modifications to the SSIP** and **Progress Toward Achieving Intended Improvements** sections of this report.

In Phase III: Year 3 implementation the State Leadership Team, in addition to regular data monitoring, conducted targeted analysis of key data to assess progress and inform decisions related to continued progress and sustainability of implementation. These areas included examining iSocial systems development at the state and local level, state and local capacity for data use and data-based decision making, infrastructure to support scale up and expansion, as well as key indicators of sustainability.

Changes to implementation and improvement strategies

Core implementation and improvement strategies identified in earlier phases of the SSIP continue to be the foundation of the work, with course corrections driven by data and results as the work moves ahead. The iSocial data system continued to be expanded and enhanced to ensure, to the maximum extent possible, the integration of tools within the system and ready access to reports for the end-user. A significant change in Phase III: Year 3 was the actualization of the integration with the SPDG. Five (5) community collaboratives came on board with 5 implementation sites under the auspice of the SPDG. Those collaboratives benefited greatly from the lessons learned and infrastructure developed through the SSIP. By linking both the SSIP districts and the SPDG communities, major expansion occurred. This expansion also required a diversification of trainings to ensure that all practitioners and teams received appropriate supports, including

incoming practitioners and teams new to the PM, leadership teams that were re-forming, and veteran practitioners and teams. This latter group, in particular, expressed a need for trainings and opportunities to dig deeper into the work, help them make connections with other initiatives, and maintain overall engagement. The iSocial State Leadership Team became even more robust and active, and processes for orientation, succession and function were formalized. Finally, a Family Engagement Director was contracted with at the Parent Training and Information Center (PTI) to bolster family engagement throughout iSocial.

Other key changes to implementation focused on coaching. The first was the deep exploration and initial implementation of various delivery formats for practice-based coaching: expert, group and reciprocal peer coaching. While all three methods occur within the context of a collaborative partnership, each one has required elements with implications for infrastructure that need to be considered closely before deciding which method to pursue. At the end of last school year, several districts thought they would change from expert coaching to group or reciprocal peer coaching. As exploration of the delivery formats occurred, it became clear that they were not ready in the fall to make this shift. More information was included in the section **Implementing Planned Activities with Fidelity**. Another valuable change with regards to coaching was the design and implementation of a system of tiered supports for both process and practice based coaches. More information regarding this new system and its origins can be found in the **Data to Support Changes to Implementation, Improvement Strategies and Next Steps** section.

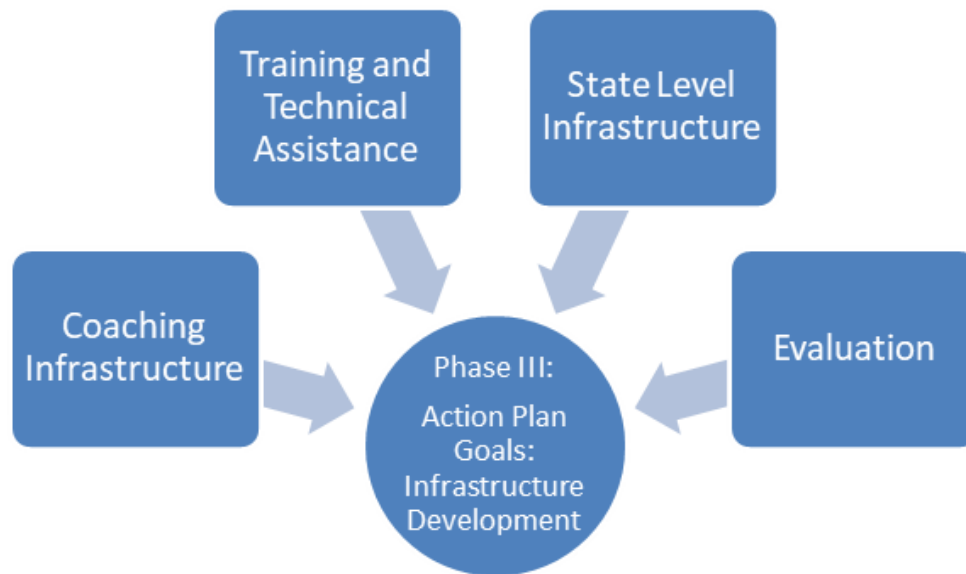
Implementation Progress & Stakeholder Involvement in Phase III: Year 3

Description of implementation progress

In order to understand the implementation progress to date, it may be helpful to reflect on key milestones and progress over time.

Key milestones of the SSIP: FFY 13-16			
SSIP Phase I	SSIP Phase II	SSIP Phase III	SSIP Phase III: Year 2
← Stakeholder engagement and feedback loops →			
Exploration	Installation	Initial Implementation	
Intensive data and infrastructure analysis	<p>State Infrastructure development:</p> <p>SSIP State Leadership team established</p> <p>SSIP (iSocial) Evaluation Coordinator hired</p> <p>Data System & Evaluation logic model begun</p> <p>Fiscal support established</p> <p>Prof. Dev. and TA</p>	<p>Continued State infrastructure development</p> <p>iSocial Data system launched</p> <p>Fiscal support to support district action plans and to support professional development and coaching</p>	<p>Continued State infrastructure development</p> <p>iSocial State Leadership Team expands to include SPDG</p> <p>iSocial capacity for data collection and evaluation expanded</p> <p>Fiscal supports continue and extend to SPDG activities</p> <p>A cadre of fidelity assessors, process and practice based coaches</p>
Identify State-identified Measurable Result (SiMR)	Selection of Pyramid Model as evidence-based practices	Baseline data on implementation of evidence-based practices relative to evaluation plan	
Theory of Action and Coherent improvement Strategies creative	<p>Support for local leadership teams and practitioners</p> <p>Exploration of NH as a Pyramid Model State</p>	<p>iSocial named to support sustainability and expansion/ scale-up beyond the SSIP</p> <p>NH 28th Pyramid Model State: Leadership Team established</p> <p>NH aligns application for SPDG with SSIP</p>	<p>NH Pyramid Model State Leadership Team co-led by iSocial Implementation Coordinator</p> <p>SPDG awarded. Five community collaboratives focusing on children birth-five and their families</p>
16 districts invited to participate	<p>15 of the 16 districts signed MOUs and continued with SSIP</p> <p>Districts worked on readiness for implementation</p>	<p>14 of 15 districts continued with iSocial with active leadership teams (1 left iSocial)</p> <p>12 of 14 districts began implementation of PM</p> <p>2 of 14 districts focused on local infrastructure dev. and readiness for implementation</p>	<p>All 14 districts had active leadership teams with action plans</p> <p>12 of the 14 districts: second year of implementation of PM</p> <p>2 of 14 began first year of implementation</p>

Building upon the work done in previous phases of the SSIP, New Hampshire continued purposefully engaging in improvement strategies driven by the Theory of Action (Appendix III: Theory of Action) during Phase III, Year 3. These strategies formed the four overarching goals of the iSocial State Leadership Team Action Plan (Appendix II: iSocial Action Plan) which are represented in the graphic below. It is important to note that the attached Action Plan, as a living document, was a snapshot and may look different at any given time.

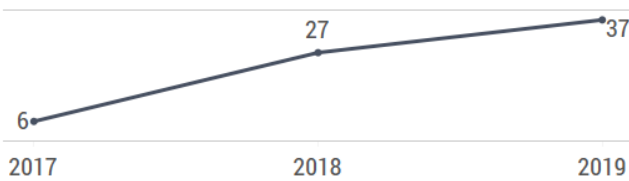


Complementary to the state infrastructure development, the ToA focused the work on implementation at the local level and the development of the workforce. This included both local leadership teams’ efforts to build infrastructure, sustainability, and promote the evidence-based practices as well as practitioner level implementation within classrooms, as illustrated in the iSocial Workforce at a Glance graphic below. “Practitioners with a TPOT™” shows the number of practitioners whose practices were observed each year for fidelity to the Pyramid Model. In 2018 and 2019, this included some practitioners who were not receiving direct coaching, but who may nonetheless absorb some Pyramid Model practices as a function of “ambient” influences from coached practitioners in their environment; as TPOT™ data accumulates over time, it will be increasingly feasible to tease apart ambient versus direct coaching influences on fidelity to Pyramid Model practices. “Practitioners who were coached” reflects the number receiving direct coaching each year, as indicated by activity logs maintained by practice coaches. Coaches have not yet submitted their logs for the 2018-19 fiscal year, so the coaching data reflects the period through Summer of 2018. “Duration of coaching” is calculated as the number of days between the initial and most recent coaching log entries for each coached practitioner; while there is some variability within cohort, the duration largely separates into those who began in Fall 2016 and are captured in coaching log data through Spring 2018 (more than one year as of the most recent log entries), and those who began in Fall 2017 (0-180 days as of log entries in Spring 2018). Finally, the map shows the distribution of SSIP implementation sites and enrolled children throughout the state.

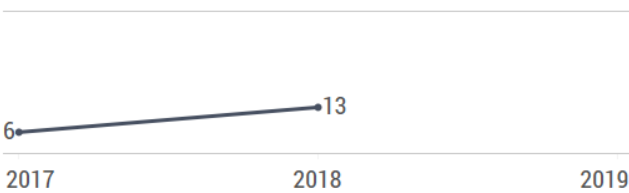
Figure 1

iSocial workforce at a glance

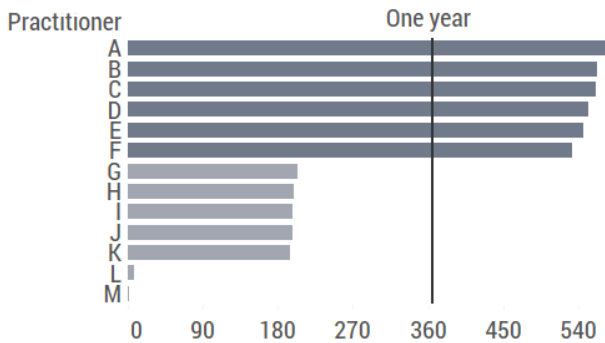
Practitioners with a TPOT



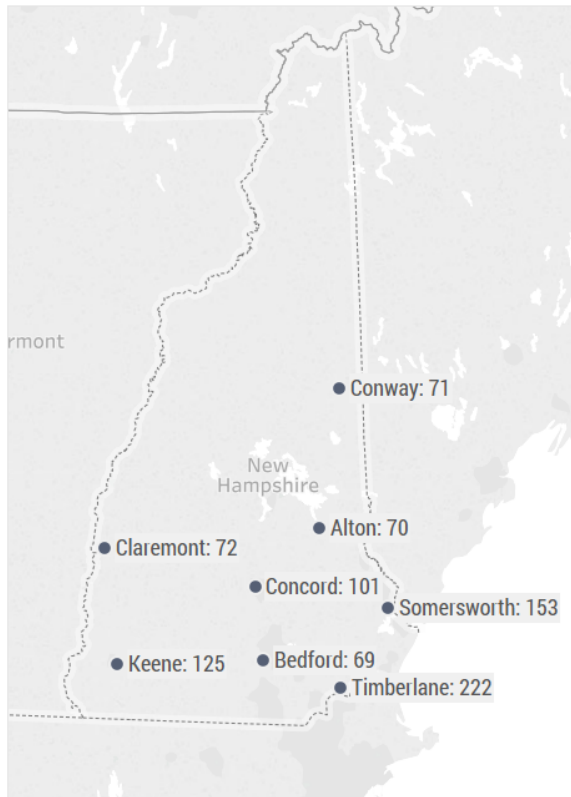
Practitioners who were coached



Duration of coaching



We have 8 SSIP sites reaching 883 enrolled children



Implementing planned activities with fidelity

The section below describes the planned activities specific to these key goals that were accomplished and key milestones that have been met along the intended timeline. It also provides detail on how each activity contributes to the State’s capacity to better support districts with implementation and scale-up of evidence-based practices to improve social-emotional outcomes for preschool children with disabilities. These activities are directly tied to the intended outputs found in the iSocial Logic Model (Appendix VIII: iSocial Logic Model). Additional details on these outputs and the resulting outcomes are in the **Progress on Outcomes** section.

Coaching Infrastructure: *State Action Plan Goal: To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model*

- Progress continued in the development of a master cadre of coaches and trainers. The pool of process coaches, practice-based coaches and a Positive Solutions for Families facilitator trainer continued to grow and became more adept in their specific areas of work.

Specific individuals that demonstrated higher skill sets and interest began to engage in more advanced activities such as leading Professional Learning Communities for their coaching group. These individuals are potential members of the master cadre. NH accessed national experts from the PMC to serve as the master cadre while the NH-based coaches and trainers are being groomed.

- The identification and development of resources and a system of support (cohort meetings, trainings, coaching for the coaches, etc.) for the coaches were leveraged to promote the coaching infrastructure. During this year, work began on establishing a tiered system of support for coaches in order to ensure skill development across a continuum of abilities and experience (see **Data to Support Changes to Implementation, Improvement Strategies and Next Steps** [State-level Systems](#) for more information). A Process Coach Role and Function document was developed to assist process coaches with understanding their role and to support the gradual release of the coaches from the teams (refer to Appendix IV: Process Coach Role and Function). Potential practice-based coach fidelity tools were researched and are being developed.
- Process coaches continued to work with the iSocial Leadership Teams within the SSIP districts. These teams created action plans to promote infrastructure development and implementation of fidelity practices within the district. Process coaches focused the teams on the organization (systems intervention, facilitative administration and decision support data system), competency (selection, training, coaching) and leadership (technical and adaptive) drivers. Via the integrated and complementary activation of these drivers the infrastructure developed and sustainable change occurred. Local team meeting logs capture the activation of the drivers throughout the year.
- Practice-based coaches continued to provide expert coaching to practitioners within the SSIP districts. The Practice-based Coach Coordinator, with input from stakeholders at all levels, delved deeply into the critical elements of each of the delivery formats (expert, group and reciprocal peer) and created tip sheets for local leadership teams and practitioners to assess which delivery model was best suited for them. The website included resources to support the decision-making process and resources for coaches. <http://ptan.seresc.net/blog/social-emotional-development-resources/ssip-liaisons-coaches-and-trainers/>

Training and Technical Assistance: *State Action Plan Goal: To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.*

- Funding and contracts for a wide-swath of trainings were established. Between August 15, 2018 and March 9, 2019 over 512 people (duplicated count) attended iSocial trainings. Ninety-seven of those were identified as SSIP participants.
- A training calendar for the year was developed and shared broadly. Appendix IX: iSocial Training Calendar has more details.

- iSocial trainings spanned the gamut from Pyramid Modules 1-3; Prevent-Teach-Reinforce for Young Children (PTR-YC), TPOT™ administrator trainings, Group and Peer-to-Peer coaching training, Implicit Bias, the iSocial Learning Collaborative events and more. This also included trainings specific for the SPDG, such as Infant Toddler modules, site readiness training and implementation site Leadership Team trainings.
- Training and technical assistance was provided to local teams regarding family engagement.
- Facilitators were trained in Positive Solutions for Families.
- The cohort of validated TPOT™ administrators was expanded and TPITOS™ administrators were added: twenty-nine (29) people are reliable assessors for the TPOT™ (Teaching Pyramid Observation Scale) and five (5) are reliable assessors for the TPITOS™.
- Validated TPOT™ and TPITOS™ administrators were matched with selected practitioners and conducted TPOT™ and TPITOS™ observations.

State Level Infrastructure: *State Action Plan Goal: To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.*

The State Leadership Team (SLT) became very action-oriented and engaged in high-level awareness and feedback for the Core Team and Expanded Core. The SLT formalized many aspects regarding membership, logistics and process, including the following areas:

- Monthly meetings
- Orientation packet including a welcome letter, orientation checklist, acronym list, overview of iSocial and an organizational chart
- Consistently recorded decisions from each meeting
- Establishment of an annual review of members
- Process for membership succession within agencies
- Use of a google resource sharing page.

The Core Team, with input from the SLT:

- Secured resources for coach and TA supports
- Recommended a process for iSocial community collaboratives to engage sites
- Re-envisioned on-boarding of communities and sites

Evaluation: *State Action Plan Goal*: To evaluate the effectiveness of the infrastructure and implementation of iSocial.

The Evaluation Team focused intently and intentionally on strengthening the ability of the evaluation and data systems to support local and state capacity to manage and use data effectively and efficiently through both current implementation and opportunities for scale up. This focus resulted in improvements in the following areas:

Data collection tools:

- Refined data collection tools and timelines to ensure data collected was accurate and aligned with evaluation goals
- Created new tools to support expansion through the SPDG, including tools for coaching fidelity and integration into higher education curriculum and practicum experiences

Data system enhancements:

- New reports to expand capacity to support improvement cycles
- Re-designed table structure to better support scale-up and expansion
- Developed ability to track group coaching
- Incorporated additional tools to support data management and integrity and to reduce analysis burden (incl. Leadership Team Meeting Logs, Stages of Implementation Checklist, and Process Coaching Logs)
- Added new system roles to expand functionality (Coach Coordinator roles) and support sustainable state systems
- Created system rules to protect privacy

Data Use TA:

- Developed Data Inquiry Cycle TA documents & Training, complementing the Data Discussion Protocol released in year two of Phase III, to provide a framework for intentional use of data to inform decision making

Stakeholder Involvement in iSocial implementation

Stakeholder Involvement & Voice: Feedback Loops and Communication

The first activity in the Theory of Action, *Convene Stakeholders*, reflects the State's commitment to using the Leading by Convening framework. Throughout iSocial, stakeholders are actively engaged in the infrastructure development and feedback loops. Here are some discrete examples of how iSocial ensured stakeholder education and voice.

iSocial State Leadership Team: State infrastructure

The iSocial State Leadership Team (SLT) not only expanded its membership to include SPDG stakeholders but also created more formal processes and resources. Meeting agendas were informed by what has been learned in ongoing conversation with the stakeholder partners and the implementation sites. At each meeting of the SLT, updates on State Action Plan progress are shared, discussed, and feedback on key aspects were solicited. The SLT informed the development of the state infrastructure and upcoming activities. The SLT also provided feedback to the group around implementation successes and challenges. In this way, the team continuously built the habit of more collaborative interaction.

iSocial Evaluation Team: Child outcome measures

The iSocial Evaluation Team, described more fully in the **Stakeholder Involvement in the iSocial Evaluation** section, continued to meet and engage in the development of the data system and evaluation. The team identified the need for a child outcome measure(s). A member of the team extensively researched potential tools and created a presentation to educate and elicit feedback from a wide array of stakeholders. The team used the presentation to identify multiple perspectives held by the Evaluation Team, iSocial SLT, PM SLT, and with incoming sites. Additional details on these tools are in the **Data Sources for Key Measures** section. The intentional consultation built the habit of routinely seeking input from teams to focus on discrete aspects of implementation into meaningful and cohesive approaches across teams.

Building a better communication plan through networks

The Pyramid Model State Leadership Team (PM SLT) had previously established a Communication work group. That group had low membership and was struggling to find a direction. Since the communication resources between iSocial and the PM SLT have significant overlap, iSocial partners joined the group to focus on the development of a communication plan and resources. The first tip sheets for families (Appendix VI: What is PM and Appendix VII: Families Want to Know) have just been finalized for printing and it is anticipated that a written plan will be forthcoming later this year. This move had both strategic and enabling value. By strategically connecting related content, the Leadership Team brought the networks in both groups into shared support. It also enabled the team to more directly communicate with these networks.

Ensuring authentic engagement through family's roles on leadership teams

Families and local leadership teams participated in coaching and training using the Dual Capacity-Building Framework for Family-School Partnerships. This training was provided by iSocial Family Engagement Director. She worked with leadership teams to better understand strategies for outreach to families and to encourage families to participate in leadership teams. She also worked with leadership teams to build understanding of the family contribution to teams and to define the role of family members. The director pursued the importance of stipends to cover family expenses as they worked as team members. After family members participate in team meetings, she met to debrief the experience and to coach the participation behaviors that may need more support, e.g., understanding the 'big picture', ways to 'be heard' in discussions, and their role as active members of the team.

Data on Implementation and Outcomes

Monitoring Effectiveness

During Phase II of iSocial implementation, the Evaluation Team outlined an evaluation framework, consisting of the evaluation purpose, logic model, and key evaluation questions linked to the Theory of Action (TOA) (Appendix VIII: iSocial Logic Model). Using this evaluation framework, the Evaluation Team further identified measures that reflect the theoretical progression from infrastructure to practice to outcomes outlined in the TOA and provide clear data to analyze progress on the outputs and outcomes identified in the logic model.

Alignment with Theory of Action

As much as the TOA lays out the logic behind how elements in one level effect change in another, the TOA also outlines a sequence in which change is expected to occur. Although data has consistently been collected and monitored across the full spectrum of the TOA, the early work of the SSIP lay in creating a foundation of state and local level infrastructure to support practice implementation. As a result, data analysis through the evaluation honed in on this development, the significance of these changes, and the immediate impact. In contrast, changes in teacher practice and child outcomes, while collected and monitored, were less emphasized from an evaluation perspective as true and sustainable change in outcomes takes time to appear in the data. Any correlations that were able to be made were regarded as suggestive rather than definitive.

As the SSIP moved into the third year of implementation, the focus increasingly shifted to more closely examining the impact of leadership, competency, and organizational infrastructure on teacher practice and, as a result, child outcomes. The expanding amount of trend data expanded opportunity to identify patterns and lent further credence to the initial evidence of success in particular areas.

Data Sources for Key Measures

Capitalizing on two years using the identified data collection tools, the Core Evaluation Team spent much of this third year of implementation examining the data as well as feedback from those collecting it to answer two key questions:

- Were the tools collecting the data they intended to collect?
- Were the data collected able to answer the questions they were intended to answer?

Based on the answers to these two questions, the Team spent time culling, combining, refining and, in some cases, adding new critical key measures related to the evaluation, most notably the Data Use Survey, the Leadership Team Survey, and the new Practice-based Coaching Fidelity

Tool. These refinement efforts will not be fully demonstrated in this report as the bulk of these changes go into effect with the Spring 2019 data collections. However, a summary of these tool revisions can be found in Appendix X: Developments in Key iSocial Measures.

Child-level outcome data

One key change has resulted from the recent scale-up efforts of the SSIP through the SPDG. As a result of the expansion into community-based early childhood programs serving children ages birth through five, it was determined that iSocial needed to revisit its child outcomes measure to be more accessible to a broader range of programs, support more frequent measures of change, and to better capture the shorter and longer-term impacts on child outcomes. Due to the timing and infrastructure necessary to implement this data collection, the original SiMR will remain the same for the life of the SSIP and the new tools will be used to inform continued scale-up and expansion.

Through a deeply involved stakeholder input process (described more fully in **Stakeholder Involvement in the iSocial Evaluation** section) including the voices of families, community and school based programs and practitioners, community-level collaboratives, home visiting, higher education, families and coaches, the Evaluation Team settled on a cluster of three data sources which will support a deeper understanding of child-level impacts moving forward -- Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2), Pyramid Model Behavior Incident Report, and the Desired Results Developmental Profile© (DRDP).

ASQ®:SE-2

The ASQ®:SE-2 is a screening tool completed by parents. Highly reliable and validated, this tool provides families, practitioners and programs with information regarding individual child development, supporting the identification of key strategies or practices to support individual children's development as well as help families and caregivers better recognize when a child may benefit from an evaluation by highly qualified, licensed mental or behavioral health professionals. This screening tool will be supported, though not required, under iSocial. The ASQ®:SE-2 is also widely used in early childhood programs in NH as part of a statewide initiative called Watch Me Grow (<http://watchmegrownh.org/>). This initiative is designed to support parents' ability to track their child's development as they grow and develop.

Pyramid Model Behavior Incident Report (BIR)

The Pyramid Model Behavior Incident Report (BIR) is completed by the practitioner for any child behaviors which are not considered to be developmentally normative or are a cause of concern for the practitioner. In addition to documenting the behavior, the BIR captures contextual data regarding the events and actions surrounding the incident, including when and where the incident happened, who was involved, possible motivation(s), and the adult(s) response, as well as demographic information regarding the child. This data can then be used to identify patterns for individual children, practitioners, and programs which can support the development of individual behavior plans, changes in teacher practice, and or highlight instances of disproportionality. Additionally, this data can be used to inform professional development opportunities or program-level policies supporting positive behaviors. This tool will be a requirement of programs participating in iSocial moving forward.

Desired Results Developmental Profile© (DRDP)

The Desired Results Developmental Profile© (DRDP) is an observation tool for practitioners to record individual child growth and development in eight developmental domains – Approaches to Learning—Self-Regulation; Social and Emotional Development; Language and Literacy; English Language Development; Cognition, Including Math and Science; Physical Development – Health; History—Social Science; and Visual and Performing Arts. For the purposes of iSocial, programs would only be required to implement Approaches to Learning and the Social and Emotional Development Domains.

These three data sources, when combined, will provide practitioners, programs, community collaboratives and the state key formative data regarding children’s development and support needs, allowing these stakeholders to identify critical teacher practices and infrastructure needed to support child outcomes. Additionally, using the BIR and DRDP© over time will provide practitioners the ability to monitor individual child responses to interventions and for programs, collaboratives, and the state the opportunity to monitor patterns and correlations with other data sources that point to the overall impact of program-level implementation.

Baseline Data for Key Measures

As outlined in the Analysis Framework (Appendix XI: iSocial Analysis Framework), the two key components of iSocial implementation are infrastructure development and high fidelity implementation of the Pyramid Model. The evaluation identifies key measures for each of these areas that support ongoing progress monitoring. Throughout, the State has continued a process of using these data to drive decision making and quality improvement.

Infrastructure

During the first two years of Phase III, baseline data were established for the following key measures: Stages of Implementation Checklist, Local Action Plans, Data Use Survey, Family Engagement Survey, and the Early Childhood Program-Wide Pyramid Model Benchmarks of Quality. Detailed information on these baselines can be found in the Phase III: Year 2 report, pages 16-18.

TPOT™

The Teaching Pyramid Observation Tool at the preschool level was used to assess fidelity implementation of the Pyramid Model in classrooms for children who are 2-5 years old. Baseline for this measure was established each year in late September - October, with progress measured through a re-assessment in May.

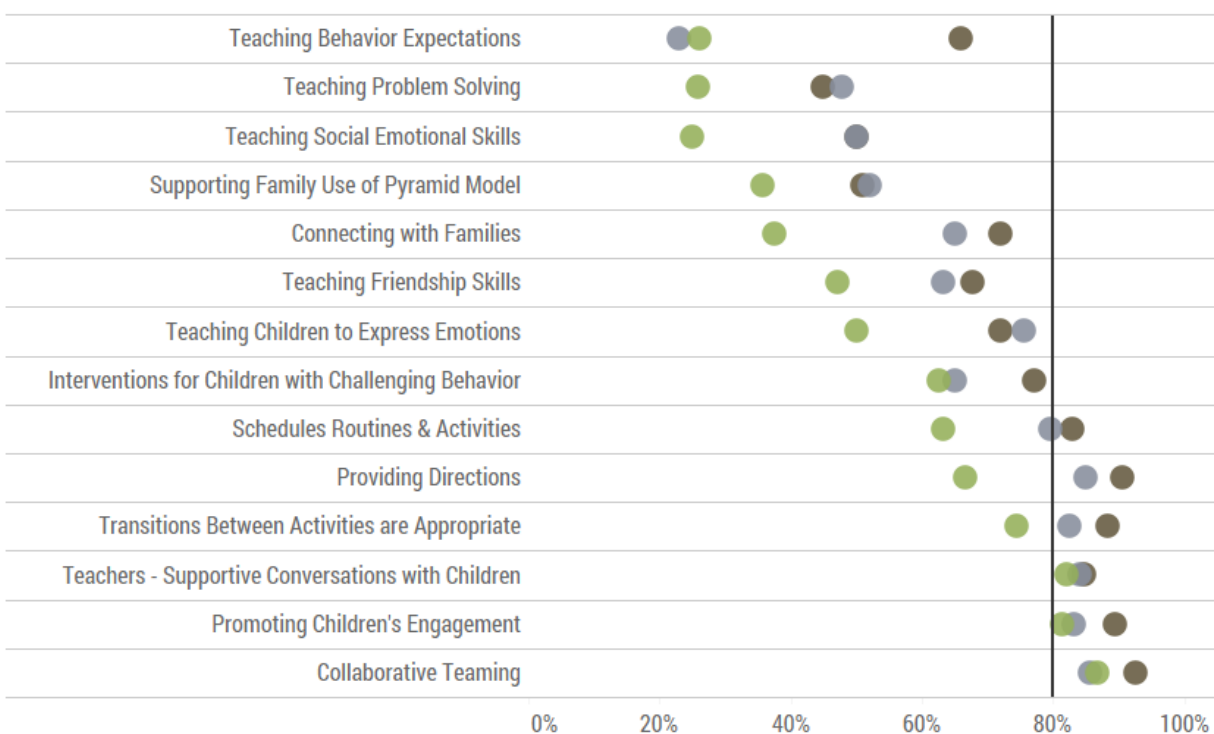
The first figure below shows *baseline* TPOT™ scores for three different cohorts of practitioners beginning in Fall 2016, Fall 2017, and Fall 2018, respectively. The pattern of scores was similar from year to year, with items that were more specific to Pyramid Model practices and social emotional learning (e.g., teaching behavior expectations, problem solving, social skills) scoring lower at baseline than items reflecting universal best practice (e.g., providing directions, promoting engagement, supportive conversations, collaborative teaming). Although the pattern of scores was almost identical across cohorts, TPOT™ scores were almost universally higher in Fall 2017 and 2018 than in Fall 2016. Teaching behavior expectations was an anomaly, with baseline

scores dramatically higher in Fall 2018, suggesting that the program-level infrastructure and systems that local leadership teams put in place were having a classroom-level impact on teacher practice. Notably, while the attribution of escalating TPOT™ baselines to system-wide infusion of Pyramid Model practices was plausible, it also coincided with a transition from external TPOT™ administrators from the PMC for the 2016 cohort to subsequent assessment by a team of validated NH-based TPOT™ Administrators. Although the incoming NH cohort of TPOT™ Assessors were validated through the same inter-rater reliability scoring process with the developers of the TPOT™ as the Administrators from PMC, it should be acknowledged that turnover of the entire TPOT™ rating team could have contributed to the observed upward trends in baseline TPOT™ scores over time.

Figure 2

Baseline TPOT scores higher in Fall 2018 than Fall 2016

Fall 2016 Baseline || Fall 2017 Baseline || Fall 2018 Baseline



Data Collection Procedures and Timelines

To support the integration of data and process, data collection has been carefully timed to align with the natural development of implementation cycles. This allows iSocial participants to monitor individual data sources for progress throughout the year as well as engage in deep yearly analysis and reflection processes to spur continued improvement and growth in the upcoming year. The graphic below provides a visual representation of how the data collection intertwines with the implementation cycle for local leadership teams.



To support this flow, the Evaluation Team developed both a comprehensive Data Source List Appendix XII: iSocial Data Source and Collection List) and accompanying State-level Data Review Calendar (Appendix XIII: iSocial State-level Data Review Calendar) as well as more simplified and accessible annual data collection calendar (Appendix XIV: iSocial Local Data Collection Calendar) for local teams. The latter provides clear timelines for data collection and reporting as well as outlines who is responsible for each data element. These calendars were used by the state and local teams to ensure that data was both timely and complete so that it could be used to support ongoing progress monitoring and data-based decision making at each level.

Based on feedback gathered from Leadership Teams, coaches, and the Practice-based and Process Coach Coordinators, the Core Evaluation Team revisited and revised some of the data collection procedures and timelines this past year.

The first change was to shift the submission timeline for the Fall Action Plan Progress Report from October to November. This came about as a result of feedback from both the local Leadership Teams as well as their Process Coaches indicating that the start of the school year was such a busy time for programs, that asking the teams to regroup after the summer, complete the Benchmarks of Quality, make relative updates to their action plans, and complete their action plan progress reporting in the span of two months was too much.

A second change was to incorporate the process coaching logs into the iSocial data system. With the data system under development, this critical data was captured via paper based logs during Phase III: Year 2. The result was data collection that lacked integrity, was difficult to compile, and even harder to analyze. In response, the Core Evaluation Team constructed a format-locked Excel log sheet that was more closely aligned with the elements of coaching and incorporated

tight validation rules, including dropdown menus, format restrictions, and error messages. Additionally, the Team coordinated with the Coaching Coordinator to provide additional oversight and technical assistance on accurate log completion and shared definitions for elements included in the template. As a result, the Core Evaluation Team was able to dramatically increase the quality and consistency of the data. The incoming data appropriately linked to practitioner ID's in the system, was accurately dated, and utilized consistent categorization for coaching activities, creating a much cleaner data set for analyzation. Reports in the iSocial data system are easily accessible and make missing data and potential errors easy to spot, facilitating monitoring and supporting overall data integrity.

Additional changes were also made to both the process and practice-based coaching logs to expand the range of data collection. The updated log format captures time spent in coaching as well as professional development for the coaches and participation in cohort and state level meetings. The new logs also address the expansion into new coaching delivery models, including both peer to peer and group coaching. For more information on the coaching delivery models see **Implementing Planned Activities with Fidelity** section.

As sites continued to expand implementation program-wide, it was determined that the Family Engagement Survey would be distributed to families in all implementing classrooms (classrooms in which practice fidelity was being assessed via the TPOT™/TPITOS™) beginning in May 2018. Previously, the survey had been administered to all classrooms in which a practitioner was receiving coaching. However, this limitation was artificial and did not allow local teams to fully monitor their progress with family engagement program-wide.

Lastly, during Phase III: Year 2 implementation the need surfaced for a way to monitor delivery of practice-based coaching services to ensure that the experience for practitioners was meeting their needs and based on fidelity implementation of the model. As a result, the Evaluation Team reached out to the Pyramid Model Consortium and September Gerety, an expert practice-based coaching consultant through the Consortium, for existing tools from other states. The Evaluation Team carefully considered the options and with September's permission, adapted her tool to meet NH's needs. This tool will be implemented beginning in Spring 2019.

Additional changes were made to incorporate new data collection tools to support the expansion to five community collaboratives as well as higher education through the SPDG. These tools included:

- Teaching Pyramid Infant Toddler Observation Scale (TPITOS™)
- Higher Education Survey
- Community-level Benchmarks of Quality
- Training fidelity measures

Planned Data Comparisons

Ongoing progress monitoring for continuous improvement is integral to the evaluation process for iSocial. For this reason, many of the data measures have been examined across years, either as pre-post comparisons or for trend analysis. These measures include:

Infrastructure

- Action Plans
- Coaching Demographics
- Coaching Feedback
- Coaching Hours
- Leadership Team Surveys

Practice Implementation

- TPOT™
- BOQ
- Family Engagement

Results of these data comparisons are provided in the **Changes in Baseline Data** and the **Progress Toward Achieving Intended Improvements** sections.

Data Management and Analysis

NH has developed a robust data system to support the collection, management, analysis, reporting, and use of iSocial data. The iSocial data system is continuously evolving, and during Phase III: Year 3 of SSIP implementation, the iSocial data system underwent significant development to increase its flexibility to adapt to the new constituents and contexts involved in the scale-up of iSocial, to support the diversification of oversight and management of data, and to expand the range of data collection to strengthen and support data integrity and consistency. Additional development is planned to leverage the system as a means of supporting iSocial participants in being able to understand and use their data more effectively to support implementation.

Scale-Up and Expansion of the iSocial Data System

As iSocial expanded from public preschool with the SSIP into community-based early childhood environments serving children ages birth through five with the SPDG, NH needed to integrate new participants and data sources into the iSocial system as well as develop a means of differentiating the data in order to monitor implementation progress and effects of state systems on the various audiences. New system roles (permissions), data collection tools, and reporting filters were developed. Additionally, database tables were restructured to expand the system's flexibility to support these new contexts as well as future scale-up and sustainability.

These enhancements provided community collaboratives and implementation sites a resource rarely found in private early childhood environments – access to a powerful data collection, management, and analysis system which provides a vehicle for managing and monitoring ongoing progress while alleviating data burden. These new features and functionality also created new opportunities for the State Leadership Team to examine the impact of state systems on different audiences, to surface unique needs and provide differentiated support, as well as to analyze progress on key indicators across environments to inform continued success and supports.

Oversight and Management of Data

To address the data quality challenges associated with an expanding data system, the Data System Development Team created a new system role to distribute the responsibility of oversight and management of data collection. The new Coach Coordinator role, currently awaiting release in Spring 2019, will allow vendors responsible for coaches to oversee and manage data collection by the coaches and monitor the delivery of coaching services to ensure quality and fidelity to the coaching model.

Data Integrity and Consistency

To support monitoring of data collection for both timeliness and consistency, the iSocial Data System Development Team developed new reports in the iSocial data system. These reports showed each data element as it was collected and were monitored regularly by the iSocial Evaluation Coordinator with the support of the Coaching Coordinators. To facilitate this ongoing review moving forward, a new system role has been created to allow the Coaching Coordinators direct access to the data (see **Oversight and Management of Data section** above).

Data Use and Data-based Decision Making

One of the most critical elements to data management is the ability to access and use the data to inform implementation. The iSocial data system provided for all iSocial participants the ability to view and manage data relevant to their role. However, data collected from both the Data Use Surveys as well as Leadership Team Surveys substantiated the need for participants to be able understand the data available to them and be able to constructively and effectively analyze, interpret, and use it to make decisions regarding implementation. As a result, a key focus of the Evaluation Team during Phase III: Year 3 implementation was to outline a system of TA which will provide resources, trainings, and supports to all users/ roles from the local to the state level on data use and data-based decision making.

This differentiated TA plan builds upon the work initiated in Phase III: Year 2 with the Data Meeting Protocol (see the Phase III: Year 2 report, pages 42-43). While the TA plan conceived of in Phase III: Year 2 was aimed at local leadership teams, recent data suggested that supports were needed across all roles of iSocial, from practitioners to the State Leadership Team. Mapping the data available, purpose, and questions to be addressed at each level, the Core Evaluation Team framed out a set of responsive strategies to meet the data needs of each role. These strategies included universal and targeted trainings and technical assistance, tip sheets, online resources, facilitators guides and manuals, as well as supports embedded into the iSocial data system such as guiding questions, tool guidance, and links to external resources. The Core Evaluation Team released the first of these new resources with a presentation on the Data Inquiry Cycle (Appendix

XV: iSocial Data Inquiry Cycle) in February 2019 at the iSocial Collaborative Meeting, in which there was representation from all participating iSocial leadership teams.

Progress and Modifications to the SSIP

Review of key data regarding progress

In Phase III: Year 3 implementation the State Leadership Team, in addition to regular data monitoring, conducted targeted analysis of key data to assess progress and inform decisions related to continued progress and sustainability of implementation. These areas included examining iSocial systems development at the state and local level, state and local capacity for data use and data-based decision making, infrastructure to support scale up and expansion, as well as key indicators of sustainability.

iSocial Systems

The State Leadership Team decided to focus the analysis of iSocial's systems on both their structure (to support replication and expansion) and an evaluation of their effectiveness in creating the intended outcomes. This analysis occurred during Core and Expanded Team meetings as well as with the State Leadership Team during scheduled meetings throughout the year. Data reviewed included Leadership Team surveys, the Stages of Implementation Checklist, Benchmarks of Quality, Coaching Feedback Surveys, TPOT™ scores, and feedback loops. The State Leadership Team's goal was to answer three key questions from the Analysis Plan (Appendix XI: iSocial Analysis Framework):

- What do training, coaching, and TA look like?
- To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?
- Is training, coaching, & TA sufficient to support high quality practice?

One particular review of the Stages of Implementation Checklist with the Core Implementation Team in December 2018, led to the recognition of the work being done across systems at the state-level to institutionalize the infrastructure of iSocial. Until that point, the work being done to create orientation manuals, document PLC structures, draft oversight policies and procedures for coach coordination, etc. had been viewed in isolation, rather than recognized as a developmental stage in iSocial's growth. There was a celebratory recognition of the growth of iSocial to a point in which there was sufficient confidence in its systems and processes as to be ready to document them. Additional intentional action was then taken to review other iSocial systems to determine their readiness for further institutionalization.

Data Use and Data-based Decision Making

Data use and data-based decision making have been a key focus of iSocial implementation since its inception. During Phase III: Year 3 implementation, the Core and Evaluation Teams focused intently on data related to the capacity of all iSocial participants to understand and purposefully use data to support implementation. This examination included data from the Data Use and Leadership Team Surveys, the Stages of Implementation Checklist, feedback loops with the

process and practice-based coaches, as well as direct conversations with iSocial leadership team members and participants at state-wide iSocial Collaborative Meetings. Guided by the Analysis Plan (Appendix XI: iSocial Analysis Framework) this review sought to answer:

- How well are state and district training and support mechanisms promoting high quality data collection?
- What data system improvements are needed to support iSocial?
- How are fidelity data used?
- What is in place to sustain use of data to support decision making and quality improvement?

The data analyzed through this process provided key insights into the relevant data and data needs for each participating role in iSocial – practitioners, practice-based coaches, process coaches, and state and local leadership team members.

Using this information, the Core Evaluation Team began drafting a tailored TA plan to provide training and supports to each role. See **Data Use and Data-based Decision Making** section for a description of the launch of this plan.

Scale-Up and Expansion

Approaching the conclusion of this round of the SSIP while also expanding into the SPDG, the State Leadership Team examined key data related to scale-up and expansion at both the state and local levels. This data included feedback loops with the process and practice-based coaches and local teams, Leadership Team Surveys, Benchmarks of Quality, Data Use Survey, and statewide data maps. Through this review, the State Leadership Team sought to answer the following key questions identified in the Analysis Plan (Appendix XI: iSocial Analysis Framework).

- What data system improvements are needed to support iSocial?
- What is the capacity of programs to independently implement key components to Pyramid Model Implementation, including process coaching, practice-based coaching and behavioral specialists?
- What is the capacity of the state to scale supports in practice-based coaching, process coaching, and fidelity measure implementation?

One facet of this examination focused intently on data received from the process and practice-based coaches. In analyzing this data, the Expanded Core Team discovered a pattern that suggested that local leadership teams needed a deeper understanding of practice-based coaching in order to develop effective infrastructure and supports. As a result, the Expanded Core Team began work to create a stronger link between the process and practice-based coaches so that they could support the development of a stronger feedback loop between local leadership teams and the practice-based coaches as well as strategies to include practice-based coaching expertise or representation on the teams.

Sustainability

A key focus for the state during Phase III: Year 3 was on the potential for sustainability of iSocial infrastructure and practices at both the state and the local level. The State Leadership Team had endeavored since inception to ensure that sustainability would not be an afterthought, but rather integrated into the ongoing development of the system. However, the team had several questions that they sought to answer through the evaluation (Appendix XI: iSocial Analysis Framework):

- How will sufficient training, coaching, and TA be sustained?
- How well do district governance, procedures, and fiscal structures support iSocial?
- Do leaders understand and make the case/need for S-E learning among preschoolers with disabilities?
- To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?

Recognizing that in year three of implementation sustainability itself is not a measure, the State Leadership Team turned to the “Sustainability White Paper” put out by the Iowa Department of Education in July 2015 (Appendix XVI: Sustainability White Paper) which identified six of the strongest predictors for sustained implementation of an evidence-based practice:

- Administrative Support
- Consistent Implementation Approach
- Effective Teams
- Frequent Data Sharing with School Staff
- High Quality Professional Learning
- Access to Coaching

The State Leadership Team examined Action Plans, Stages of Implementation Checklist, Benchmarks of Quality, Leadership Team Surveys, Leadership Team Meeting Logs, Data Use Survey, and process coach feedback loops for evidence of these indicators.

An example of this evidence came from the close examination of the Leadership Team Surveys from May/June of 2018 in conjunction with the feedback that the State Leadership Team had received via feedback loops. While the indicators of the 2018 surveys indicated a high level of administrative support (see table below), team members and process coaches suggested that teams would benefit from greater administrative support. Digging deeper into the data and asking additional questions, the State Leadership Team found that though local teams were benefiting from support from administrators within their schools, for many there was a disconnect with the upper levels of administration in the district. Teams were experiencing challenges messaging the value and opportunities afforded by iSocial participation to those not directly connected to the work. Based on this information, the State Leadership Team prioritized the development of

multimedia communication materials that could be shared at both the state and local levels describing iSocial and the Pyramid Model. A statewide report, infographics, flyer, and multimedia presentation are set to be released early Summer 2019.

Indicators of Administrative Support	% of District Leadership Teams Responding At Least A Moderate Amount or higher
District/program leadership demonstrated public show of support for focus on social emotional development	88%
District/program funding and resources were devoted to social emotional development	75%
Social emotional development was part of district/program improvement plans	75%
Social emotional development was referenced in district/program policies and procedures	75%
Social emotional development was explicitly included in district/program priorities	75%

Changes to Baseline Data

Infrastructure

Stages of Implementation Checklist

The State Leadership Team has now completed the Stages of Implementation Checklist twice, with a baseline in July 2017 and a follow-up 17 months later in December of 2018. The baseline assessment was consistent with the *Installation* stage of implementation, with 42% of the 45 indicators rated as “In Place,” another 42% as “Partially In Place,” and 16% as “Not in Place.” As of the follow-up assessment, seven indicator ratings had migrated in a favorable direction, as shown in the table below.

2017 and 2018 indicator ratings for “Installation” stage of implementation

	Not in Place	Partially In Place	In Place
July 2017	7 (16%)	19 (42%)	19 (42%)
Indicator items that changed ratings			
December 2018	2 (4%)	21 (47%)	22 (49%)

Progress was distributed across all indicator clusters, as follows: organization of the State Leadership Team (one indicator improved); development of a communication plan (two indicators improved); identification of implementation sites (one indicator improved); improvement of data systems (one indicator improved); promotion of professional development and technical assistance (one indicator improved); and completion of a written plan (one indicator improved). As of the 2018 assessment, the most advanced implementation components are development of State (8 of 9 indicators In Place) and local (5 of 5 In Place) teams, and infrastructure supports such as policies, staffing, and funding (3 of 3 In Place). Poised for substantial progress in the near future are data systems and professional development / technical assistance.

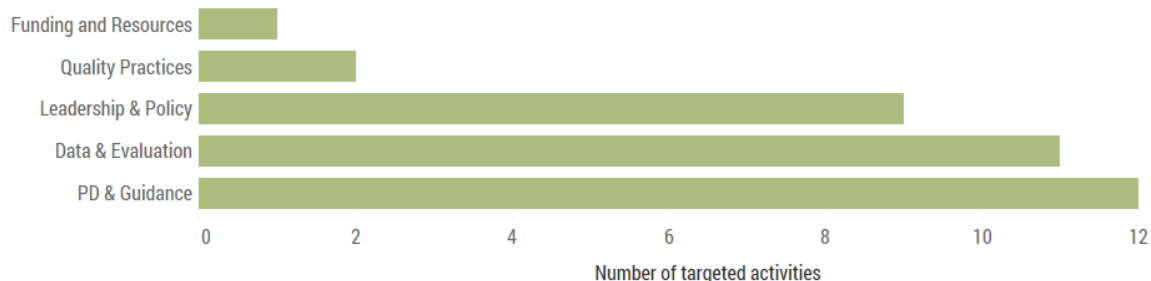
Action Plans

Baseline for the State Action Plan was established in March 2017 with the initial draft of the plan. At that time, action steps were primarily focused on the creation and solidification of a State Leadership Team and securing expertise and resources from external experts. The State Action Plan during Phase III: Year 3 demonstrated a pronounced focus on solidifying and expanding internal capacity and expertise. Action steps included in the plan were more diverse than in Phase III: Year 1 and clustered by infrastructure components: Professional Development and Guidance; Data and Evaluation; Leadership and Policy; Quality Practices; Funding and Resources. As is evident in Figure 3 below, representation of those clusters across targeted activities has been roughly in the order listed above. During the current reporting period, Professional Development and Guidance focused on developing internal expertise through training and support for process-based and practice-based coaches, practitioners, and leadership teams. Data and Evaluation activities concentrated on expanding internal capacity to support implementation and included substantial instrument development; expanding data management and reporting infrastructure; and recruiting broad stakeholder representation on the state Evaluation Team to support the practical utility of iSocial evaluation tools. Leadership and Policy initiatives focused on supporting

coaching coordination across the state, as well as enrolling and orienting new community collaboratives and implementation sites for the iSocial program, and planning systematic communications with various stakeholder groups. Quality Practices continued to focus on structures to support fidelity to the Pyramid Model (quality of coaching and TPOT™ observations). Funding and Resources involved securing resources to support coaching and training activities through contracts with expert providers.

Figure 3

State Team's action plan focuses on PD, data, and leadership development

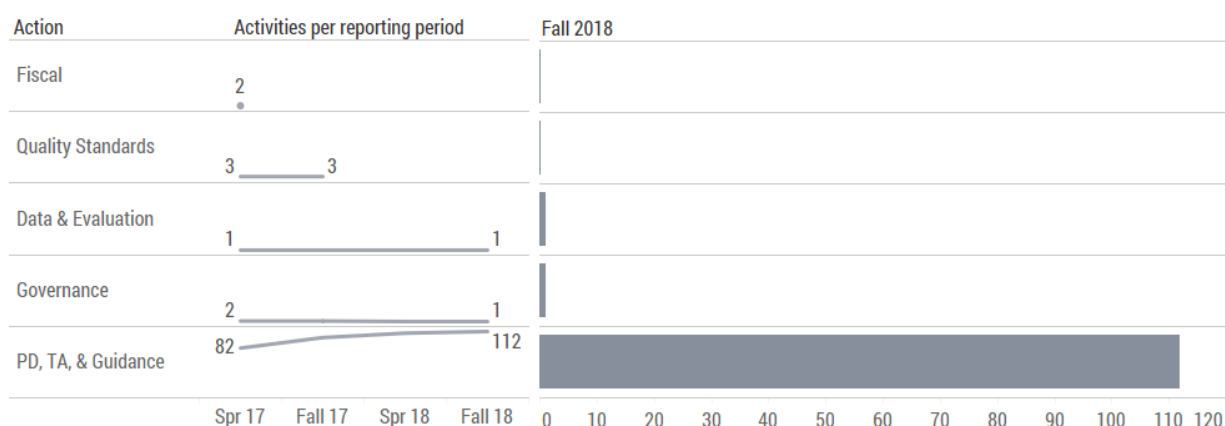


Local community Action Plans have a similar organization to the State-level plan. As has been the case since baseline data was collected in 2016-17, the local plans have been dominated by the “Professional development, technical assistance, and guidance” cluster. Figure 4 below, displays data from local action plans as they have evolved over the time of the project. In the upper chart, the sparklines in the center show the number of activities specified in each time period, by cluster. The bar chart on the right shows the distribution of action items across clusters in the most current version of the action plan. Goals varied by local team and included embedding their preschool programs into the community; implementing school-based option for preschool; expanding social-emotional skills for kindergarten readiness; enhancing family engagement; and increasing staff capacity, resources, and/or curriculum to promote social-emotional learning. Many of these action plans shared areas of focus including seven (7) local action plans which outlined action steps related to professional development and training related to the evidence-based practice and eight (8) local action plans which contained action steps relevant to systemic family engagement.

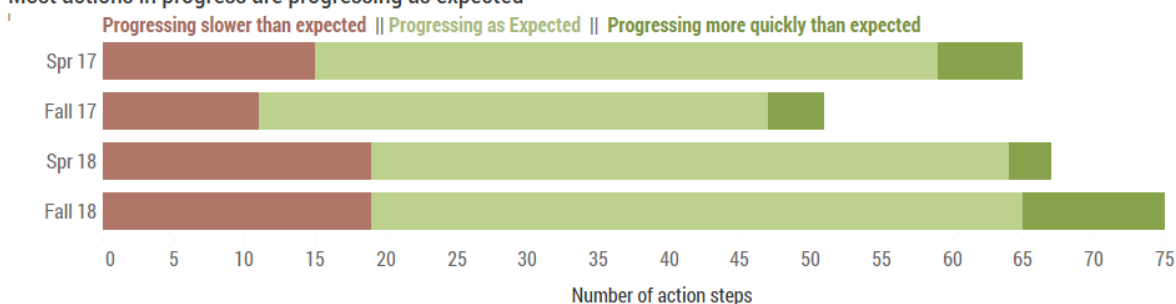
The lower portion of Figure 4 shows the site teams’ self-reported progress across all action items that were underway during the relevant reporting period. The rate of progress on most of these actions was as the team expected, with a few progressing faster or slower than expected; the balance across these rates of progress does not seem to have shifted meaningfully over time.

Figure 4

Almost all local-level actions are professional development (PD), technical assistance (TA), and guidance



Most actions in progress are progressing as expected



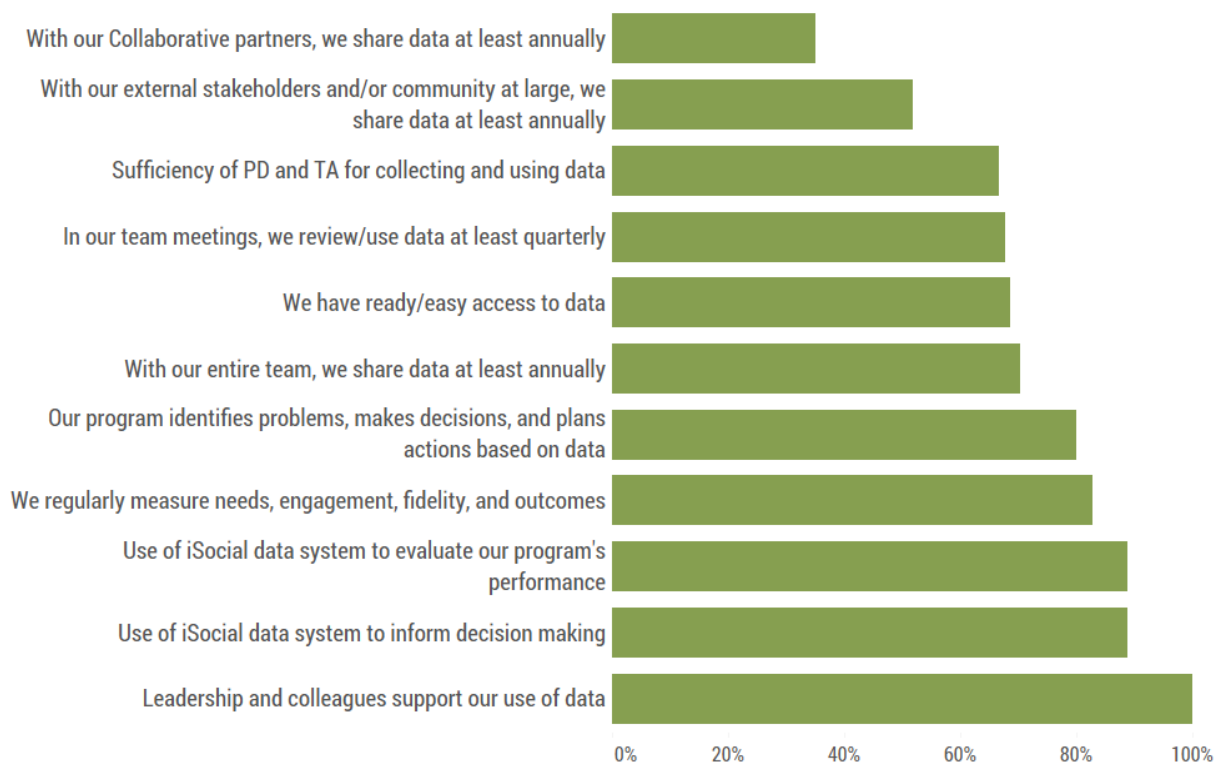
Data Use Survey

The Data Use Survey was revised in Fall 2018 to incorporate key indicators and predictors of sustainability identified in the research behind the “Sustainability White Paper,” Iowa Department of Education (July 26, 2015). Although these revisions preclude direct comparisons with previous years on the same data metrics, various data sources suggest that stakeholders were perceiving the value of using data more effectively, and eager for more skills and tools to do so. In the Fall 2018 survey, respondents universally reported support from leadership and colleagues to use data, and more than 80% report using the iSocial data system and other data for a variety of monitoring and planning purposes (see Figure 5 below). The lowest ratings were on using data to communicate with partners and external stakeholders, perhaps pointing to opportunities for further technical assistance and training. Whereas 86% of respondents to the initial survey, conducted in fall 2016, indicated that they had sufficient training to analyze and use data for decision making, slightly fewer than 70% reported this year that they had sufficient professional development and technical assistance to collect and use data.

Figure 5

SSIP Data Use Survey: Fall 2018

Percent of respondents who endorsed these items as "Mostly true" or "Very true"



During and following a February 2019 workshop for the statewide iSocial Learning Collaborative on *Using Data to Support Implementation*, participants clearly voiced the wish for more training and opportunity for real-time coaching in use of data in general, and use of the iSocial data system in particular. These emerging needs were also evidenced in local team meeting logs identifying data collection or analysis as the second most discussed Organizational driver of successful program implementation (discussed at 46% of SLT meetings, behind only Family Engagement at 57%). The Evaluation Core Team utilized this data to further shape the roll-out of a technical assistance plan aimed at supporting all participants in iSocial with understanding, collecting, and using data effectively based on their role with implementation.

Evidence-based Practice/Pyramid Model Implementation

Benchmarks of Quality

Benchmarks of Quality for Pyramid Model practices have been articulated for multiple levels of systemic implementation, from site/program to entire states. NH's iSocial program has collected BOQ ratings at site and community collaborative levels. From the data presented below, it is apparent that site-level fidelity has improved substantially in the two years since program introduction (see Figure 6), with all dimensions approaching a common threshold between "Partially" and fully "In place."

Figure 6

Site-level Benchmark of Quality scores increase, implementation of Pyramid model maturing



TPOT™

NH practitioners have demonstrated clear and consistent progress from baseline. The figure below depicts progress over time for the two NH cohorts who have accrued multiple TPOT™ scores at the time of this report. The sparklines in the center column depict the pattern of scores across all available administrations of the TPOT™ (five for the 2016 cohort, and three for the 2017 cohort). Even in these compressed and unscaled graphics, two features are readily apparent: higher baseline scores for the 2017 cohort and the general upward trend over time. On many of these dimensions, the 2017 cohort began at a level of TPOT™ fidelity approximating the level achieved by the 2016 cohort at the end of their first year of exposure and practice.

The bar chart in the far right column depicts just two scores for each cohort: baseline and most recent. These two scores are separated by two full years (Fall 2016-Fall 2018) for the 2016 cohort, and a single year for the 2017 cohort. Here again, it is evident that baseline scores were higher in 2017 than in 2016, and also that both cohorts continued to make gains in tandem until they approached a ceiling well above the 80% fidelity benchmark. Interestingly, the same three TPOT™ subscales with the lowest scores at baseline, also demonstrated a plateau or slight loss between Spring of Year 1 and the Fall of Year 2, such that the 2017 cohort had yet to "catch up" to the 2016 cohort by Fall of 2018.

Figure 7

TPOT scores consistently improve over time



Family Engagement

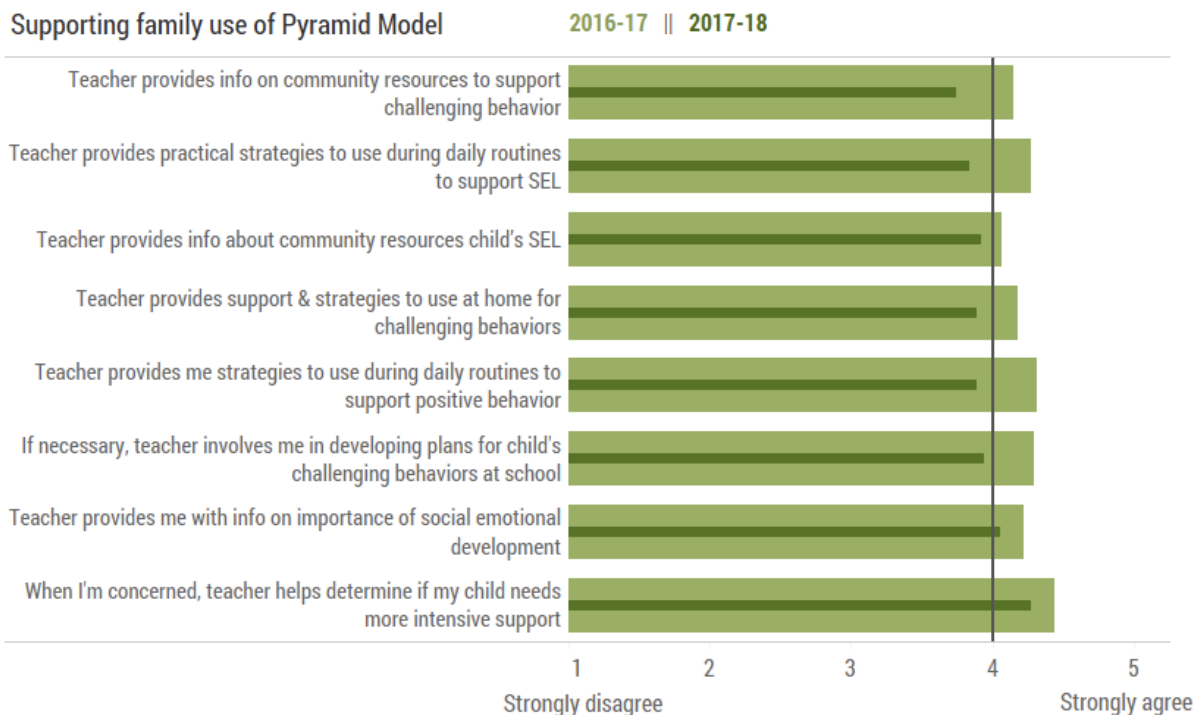
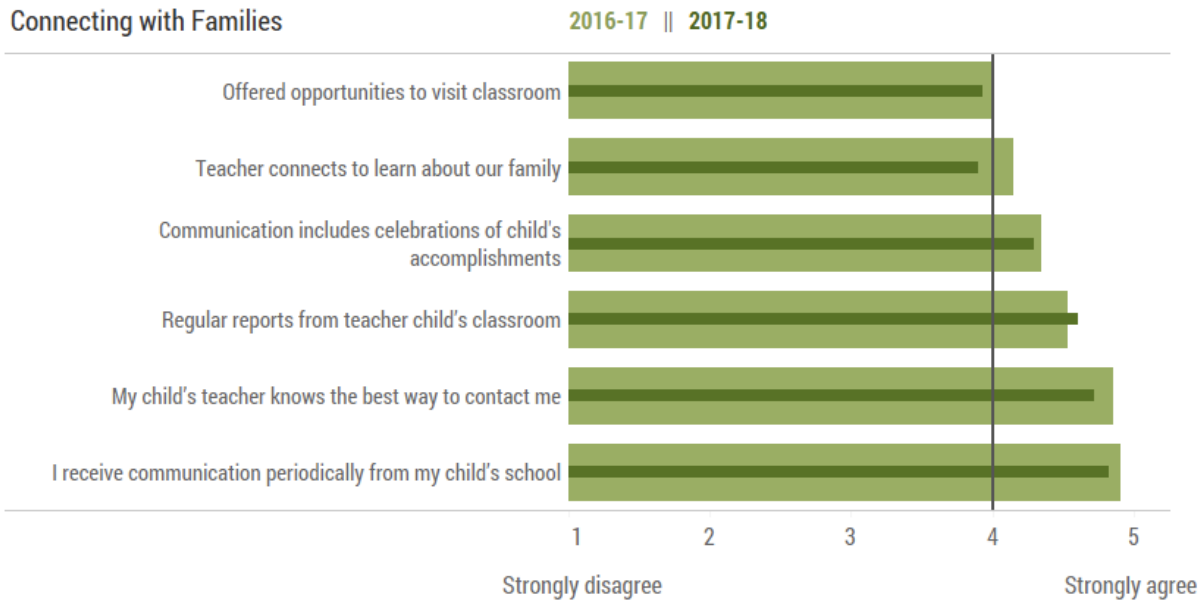
Two sources of quantitative data are available for examining family engagement in the iSocial project. One source is the Family Engagement Survey, a 14-item survey developed by the iSocial team to capture the caregiver’s perspective on the extent to which the program was Connecting with Families, and Supporting use of Pyramid Model Practices at Home. The second source was the TPOT™, which contains single items reflecting the practice coach’s rating of the extent to which these components of the Pyramid Model are being implemented. The Family Engagement Survey was completed in the Spring, and the TPOT™ was completed in Fall and Spring. In combination, these two instruments provide a window into both practice fidelity and perceived impact.

It might be reasonable to expect that the impact would be associated with implementation of the practice components, but the opportunity to explore that relationship in iSocial was limited by

consistently high caregiver perception of all 14 Family Engagement Survey items (see Figure 8). The wider bars in the Figure represent Year 1 data, while the narrower, darker bars show Year 2 results for the same survey items. The vertical lines represent the “Agree” target benchmark. These data show little variability either across items, or across program years; caregiver perception of Family Engagement is clearly an area of strength for the iSocial project.

Figure 8

Families feel engaged by practitioners



The TPOT™ ratings by practice coaches (just two broad ratings of “Connecting with Families” and “Supporting Family Use of the Pyramid Model” for the TPOT™, whereas the Family Engagement Survey decomposes each of those into multiple indicators) show more variability over time than the Family Engagement Survey. They also show substantially more variability across implementation sites than the survey data. Figure 9, below, illustrates these sources of variability. In this graphic, the leftmost column indicates implementation sites (arbitrarily assigned district numbers, and presented in the same order in both charts), the middle column shows the progression of scores across the implementation timeframe for each site, and the bars on the right show the coach’s rating of percent fidelity for just two rating periods - the initial and most recent rating. Thus, the wide bars represent baseline for each implementation site, and the extent to which the narrow bars protrude beyond the wide bars shows progress over time. Because new implementation sites are enrolled each year, the period of time between “Baseline” and “Latest” rating ranges from one full calendar year (3 TPOT™ administrations) to two years (5 TPOT™ administrations); a variation in duration of implementation that cautions against simplistic comparisons of improvement over time.

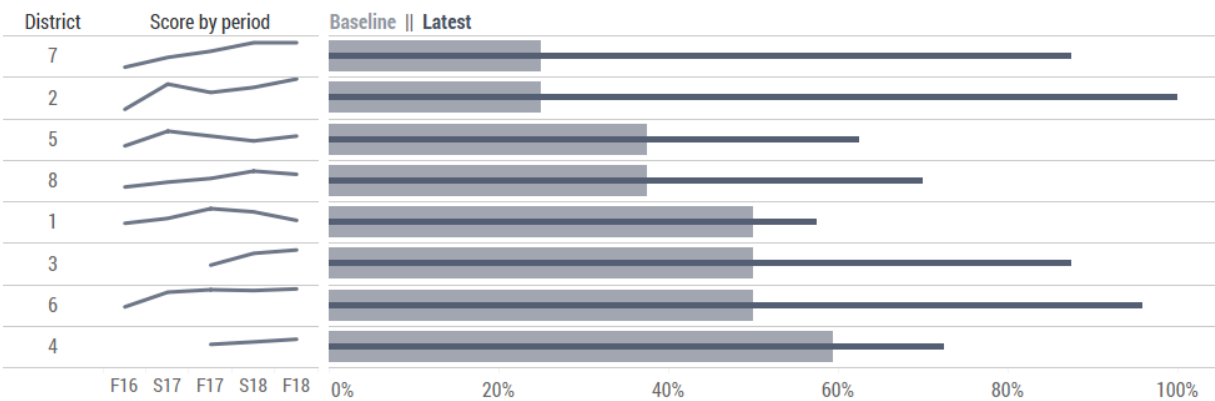
The TPOT™ data indicates wide variation in initial perceptions of practice coaches concerning both of these Family Engagement items, with scores ranging from approximately 25% to 60% baseline fidelity for Connecting with Families, and an even wider range (5% - 70%) for Supporting family use of the Pyramid Model. One to two years later, fidelity scores had improved to the 60%-100% range for Connecting with Families, and the 30%-95% range for Supporting family use of the Pyramid Model. Within the 1-2-year range represented in this data, duration of implementation does not seem strongly related to degree of improvement in these coach ratings.

As the number of sites and practitioners with multiple years of implementation accrues, it will be increasingly feasible to examine potential relationships between fidelity of implementation and caregiver experience of family engagement.

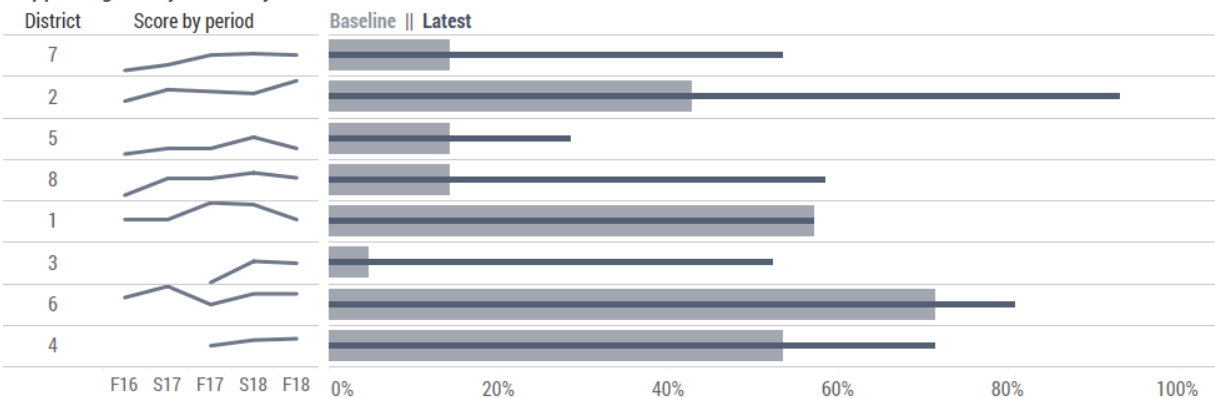
Figure 9

TPOT shows improved connection with family and use of Pyramid Model

Connecting with families



Supporting family use of Pyramid Model



Data to Support Changes to Implementation, Improvement Strategies, and Next Steps

Using the implementation cycles of plan-do-study-act, the State identified and implemented the improvement strategies and then studied the data collected in Phase III: Year 1 and Year 2 implementation. This was used to inform data-driven decisions about next steps that resulted directly from these data.

Professional Development & TA

Based on data collected through the Leadership Team Survey, training feedback, and feedback loops from the process coaches and local leadership teams, the State Leadership Team approached Phase III: Year 3 with the following as priorities for professional development and TA:

- Module Trainings – to additional staff at local programs to support expansion

- Advanced Pyramid Model trainings and professional development activities– to keep implementing practitioners engaged and continuing to grow their practice (see **Description of Implementation Progress** section)
- Data Use and Data-based Decision Making – to support understanding of iSocial data, how it integrates with other sources, and how to use it effectively to support implementation

As the year began, feedback loops informed the State Leadership Team of targeted, topic-specific needs that were surfacing amongst implementing programs. The first was from SSIP programs who had participated in the Prevent-Teach-Reinforce for Young Children trainings in Phase III: Year 2. Programs looking to implement PTR-YC found they needed additional support strategizing and making sense of the infrastructure and systems development nuances. Similarly, an incoming collaborative through the SPDG recognized that while many local programs in their community had a strong desire to participate, they needed additional support to build the necessary infrastructure to support readiness. Rather than leaving those programs to figure it out independently, the collaborative wanted to develop a process for supporting the programs in attaining readiness so that they could become future implementation sites.

Leveraging the data gathered through the process coaches and direct communication with local team members, the Core Team worked with Pyramid Model Consortium to develop targeted Professional Learning Communities (PLCs). These PLCs provided intensive support to the identified programs, while also developing a replicable model for continued implementation and sustainability.

State-level Systems

Phase III: Year 3 marked the third year of process coaching and the second year for using NH-based practice-based coaches. This experience created a sense of understanding and readiness that prompted the Expanded Core Team to examine the coaching system and current practices with the intent of detailing a system for support and oversight for coaches.

Beginning with feedback gathered from practitioners, leadership teams and coaches, data from coaching feedback surveys, and focus group conversations with both process and practice-based coaches, as well as documentation regarding the success/challenges experienced with systems and management practices over the past three years, the Expanded Core Team drafted a tiered system of support for the coaches. The first tier consisted of universal supports that was estimated to meet the needs of approximately 85% of coaches and included the following:

- Monthly Cohort Meetings to address specific topics (in-person and via Zoom)
- Monthly Professional Learning Community Meetings via Zoom
- Regular Email Updates
- Access to individual or small group
- Detailed invoicing and coaching logs

- Development and use of formative tools

More targeted support was provided through shared learning experiences and collective identification of gaps in knowledge, process, system, site/collaborative specific or individual needs through reflective questioning at the end of each cohort meeting. Based on the information generated, the Coach Coordinator, the Coach of the Coaches (currently Beth Steenwyk or September Gerety), and (in the future) Master Cadre members reflected and identified strategies to address the gaps surfaced. These strategies may have included individual reflection and/or strategies or additional training, support and coaching.

The Expanded Core Team reflected on the need to assess capacity of the coaches to perform their contracted functions. The universal supports referenced above provided the infrastructure by which Coach Coordinators ensured that coaching activities were occurring and necessary data is being collected. Additional data will be obtained through completion of a self-reflection tool for the coaches. This tool is currently in development and anticipated to be available for use in Fall 2019.

Data System

During the analysis of Phase III: Year 2 coaching data there were two key observations were made. The first was that practice-based coaching was a very different model than NH was used to and additional data was needed to monitor and support fidelity implementation of the model. The second was that accurate coaching logs were a critical for state and local leadership teams to assess progress. As a result, in Phase III: Year 3, the Core Evaluation Team introduced a new practice-based coaching fidelity tool, set to launch in April 2019, as well as worked collaboratively with the Coach Coordinators to strengthen and refine the Coaching Log templates to more accurately reflect the elements of coaching. Further, the Coaching Coordinator provided additional oversight and technical assistance on accurate log completion, including reviewing sample logs, creating shared definitions for elements included in the log template, as well as creating detailed directions and tip sheets to guide coaches through accurate submission of their log data.

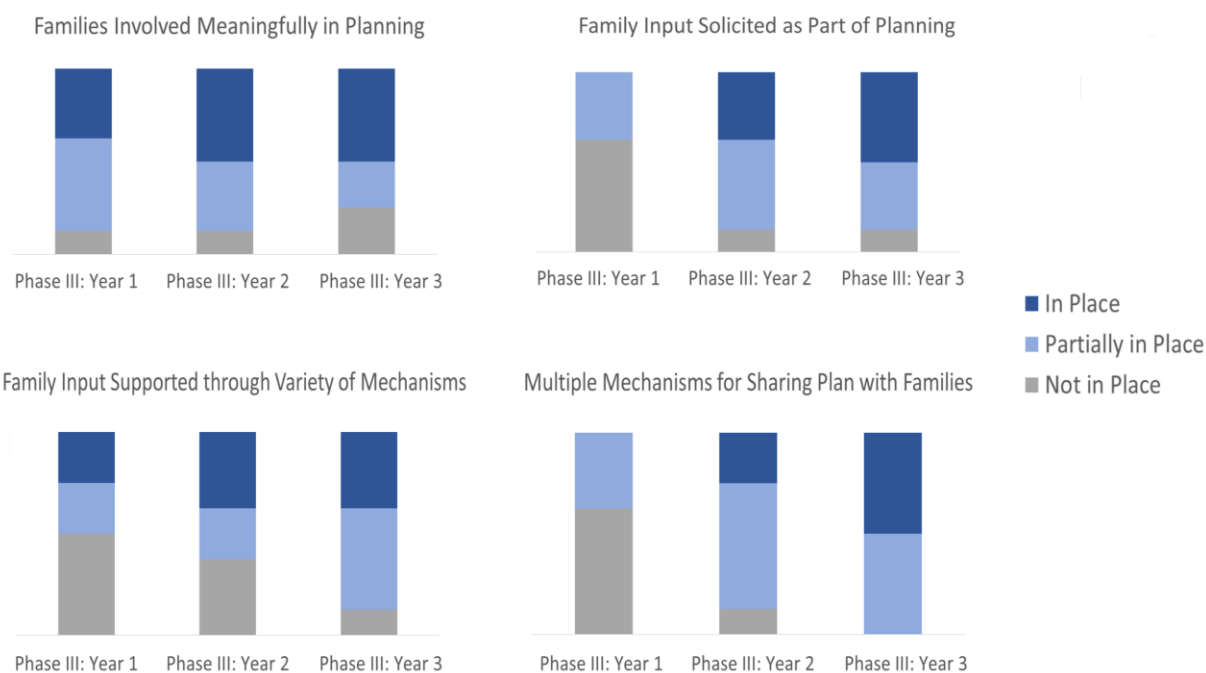
Moving into Phase III: Year 3 implementation, the Expanded Core Team further expanded upon the challenges surrounding coaching data by surfacing the need for the Coaching Coordinators to have better access to the data in order to support capacity to provide oversight of coaching activities, quality, and fidelity. In response, the iSocial Data System Development Team created a new system role within the iSocial data system to provide tailored access to coaching data in the system. This role is currently being tested and is slated for release in late Spring 2019.

Pyramid Model Implementation

The State Leadership Team identified Family Engagement as a critical strategy for implementing iSocial. Early data gathered through the Phase III: Year 1 and Year 2 Family Engagement Surveys, suggested that families were experiencing practitioners demonstrating PM engagement strategies somewhat, but that this experience varied considerably across districts. Additionally, while practitioner TPOT™ scores grew substantially in the areas of connecting with families and supporting PM use at home, statewide data showed that these two areas continued to fall below the fidelity threshold at the conclusion of Phase III: Year 2. Leadership Team Meeting logs

indicated that local teams were spending considerable time discussing family engagement, with the topic arising at 57% of meetings; however, feedback loops with process coaches and local teams suggested that they felt unsure how to meaningfully include and/or engage parents in planning conversations and were looking to provide additional support for families with children experiencing prolonged or more challenging behaviors. This was substantiated by program-level Benchmarks of Quality data which demonstrated that gains were being made with family engagement, though only about half of programs truly felt that family input was a well-established component of their planning process (Figure 10 below).

Figure 10



Based on this data, the State Leadership Team implemented two new strategies. The first was to invest in a Family Engagement Director and a Family Engagement facilitator housed at the NH Parent Information Center. These two individuals brought a wealth of expertise and supports to both the State Leadership Teams and programs through the roll-out of Positive Solutions for Families, discussed below, and direct technical assistance to local Leadership Teams and family members regarding the role and participation of family members on leadership teams.

The second strategy was to train local facilitators to implement Positive Solutions for Families at iSocial programs throughout the state. Positive Solutions for Families is the evidence-based, user friendly parent and caregiver series component of the Pyramid Model for Promoting the Social Emotional Competence in Young Children. The six-session series is designed to help professionals working with parents promote positive and effective parenting behaviors, which will in turn promote children's social and emotional development and address the challenging behavior and mental health needs of children. The newly recruited Family Engagement Director

worked with Pyramid Model Consortium to become a Master-level state trainer in Positive-Solutions for Families and train 42 facilitators in iSocial communities, 9 of whom are housed at iSocial district sites.

Stakeholder Involvement in the iSocial Evaluation

As in previous years, stakeholders have played a critical role in the ongoing development and evolution of the iSocial evaluation through year three of Phase III implementation.

iSocial Evaluation and Data Teams

The iSocial evaluation was developed and updated through the thoughtful feedback and support of the Evaluation Team. The Evaluation Team was comprised of key stakeholder representation from both SSIP and SPDG implementation sites, community collaboratives, higher education, process coaches, practice-based coaches, parents/family, related DOE initiatives, the 619 Coordinator, the SPDG Director, and iSocial Evaluation Coordinator as well as data and evaluation expertise from both the external evaluator and IDC. The group met on a quarterly basis and functioned as a “think tank” for critical issues surrounding the evaluation. Some of the key issues discussed during Phase III: Year 3 implementation included: child outcome measures (discussed in detail below); select tool revisions including the switch to the Program-Wide Benchmarks of Quality 2.0 for the 2019-20 program implementation year; and sensitivity and data management considerations for child-level data.

Additionally, stakeholder representation from the Evaluation Team lend their perspectives and expertise to iSocial Data Team. This team is a much smaller group of data and systems oriented participants who focused intently on shaping the development of the iSocial data system. As group conversations are very technical in nature, participation was skill-based rather than based on constituency representation, with at least two members of the Evaluation Team serving at any given time.

Internal stakeholders, including the iSocial Evaluation Coordinator, the External Evaluator (Center for Behavioral Health Innovation at Antioch University), IDEA Data Center, and data system developers from the NH Department of Information Technology, are heavily involved in the ongoing development of the iSocial data system through the Core Evaluation Team and the iSocial Data System Development Team. More information regarding these teams can be found in the **Coherent Improvement Strategies** section of this report.

Child Outcomes Selection

In Phase III: Year 3 implementation of the SSIP, NH began to scale-up iSocial implementation into community collaboratives with community-based early childhood settings serving children ages birth through five, including children with disabilities. The Core Evaluation Team immediately realized this meant the need for a more inclusive child outcomes measure. Stakeholders, through the Evaluation Team, defined the targeted child outcomes as improved behavior and positive social emotional development and skills. After conducting a national scan of available options,

the Team weighed accessibility, feasibility, validity and cost of various tools against their ability to provide the desired data. The result was the identification and recommendation of three potential tools -- the Desired Results Developmental Protocol© (DRDP), the Pyramid Model Behavior Incident Report (BIR), and the Ages and Stages Questionnaire® - Social Emotional, Second Edition (ASQ-SE2).

From there, the iSocial Evaluation Coordinator sought feedback from both the iSocial State Leadership Team as well as the Pyramid Model State Leadership Team. While both teams were supportive of the proposal, further outreach was made to the community-based implementation site teams. The external evaluator met with each of the SPDG community-based implementation site teams to introduce the tools and discuss the potential opportunities and barriers to implementation as well as the teams' thoughts about the value of the tools and the resulting data.

A final round of input was then sought from the Evaluation Team. Through a series of meetings, the team considered the management of child-level data to inform how would the data be collected and from whom, where would it live and who would have access, and what messaging would be needed for the various stakeholders, including families, regarding the purpose, process, and use of the data.

This last feedback component was completed March 2019 and the resulting information will be used to shape the requirements, implementation, management, and messaging related to the newly identified child outcomes measures.

Data Quality Issues

Data Concerns

Leadership Team Meeting Logs

During the past year, it became clear to the state that SSIP teams had differing levels of understanding of how to collect, understand, and use information based on the Leadership Team Meeting Logs. This tool, completed by the process coaches, categorizes conversations that occur in Leadership Team Meetings based on two criteria: 1) implementation driver and 2) whether the conversation was focused on needs, barriers, or successes in the identified area. In reviewing preliminary data from this tool, it became immediately evident that there was both confusion and inconsistency in data entry across Leadership Teams. Exploring this data with the iSocial program-level Leadership Teams at a statewide Collaborative meeting, the teams surfaced the following key concerns regarding data integrity:

1. Process coaches had differing levels of understanding of implementation drivers and therefore were coding conversations inconsistently
2. Some Leadership Teams were unaware that the tool was being completed, and therefore were not able to review the data for accuracy before submission

Child outcome measure: SiMR

A second data quality concern surfaced relative to the child outcome measurement tools. NH uses two online tools to measure child outcomes for the State Performance Plan (SPP) Indicator 7 and subsequently for the SSIP SiMR; AEPSi and Teaching Strategies Gold. Nearly all states using the Teaching Strategies Gold online system for generating OSEP reports have seen slippage or decreases in Summary Statements for this outcome that are inconsistent with any changes in state infrastructure or improvement activities. Teaching Strategies converted their online platform August 1, 2017 to accommodate the changes made to the tool when it was expected to include items up to third grade. As a result, a number of factors may have impacted the FFY 2017 data including:

- Changes to indicators and dimensions as a result of expanding the GOLD to third grade;
- Teacher/practitioner confusion due to changes to the front-end look of the online platform;
- Fewer data points on which data can be entered for each child;
- Changes to OSEP report algorithms within the online platform.

Results of the SiMR are in the section on **Measurable Improvements in the SiMR**.

Implications for Assessing Progress or Results

Leadership Team Meeting Logs

Inconsistencies with data collection create challenges when analyzing data from a state perspective. As helpful as the Leadership Team Meeting logs could be for identifying opportunities to provide additional supports for local implementers, the data could only be used within local teams where the data maintained consistency within the team over time but not across teams.

Child outcome measure: SiMR

In the SSIP districts there were 178 children included in the child outcome measurement data set. Of those 178 children, 137 were from districts that used AEPSi and 41 (15%) were from districts that used Teaching Strategies to measure child progress. It was not clear what impact this has on the progress data for the state aggregate, however, child level data was still available and accurate for local decision-making.

Plans for Improving Data Quality

Leadership Team Meeting Logs

The inconsistencies and knowledge gaps identified during the year informed the development of the tiered TA infrastructure that the Core Evaluation Team is working to build. This infrastructure includes systemic changes that would infuse regular trainings for participants responsible for collecting data as well as those supporting its interpretation and use, based on their unique roles, responsibilities, and interaction with iSocial data. It also includes the development of guidance documents that are integrated into the iSocial google resource sharing page as well as the iSocial data system. Finally, this system will leverage the iSocial data system to embed data-entry tool

tips, sample forms, links to guidance documents, and data entry rules that support increased data integrity.

While the full TA system plan continues to be developed, targeted trainings and TA documents have been developed to support specific issues that have arisen, such as the Leadership Team Meeting Logs. The process coaches, through their cohort meetings, are discussing the implementation drivers and how they would classify various conversations, an updated data collection calendar has been shared with Leadership Teams to provide consistent messaging and a reference for ALL data collection occurring through iSocial, and local Leadership Teams have received training which encompassed the implementation drivers, with additional implementation science training planned for the upcoming year.

Child outcome measure: SiMR

New Hampshire is working with other states using Teaching Strategies GOLD and DaSy and ECTA centers to conduct in-depth analysis with Teaching Strategies staff to determine the root cause of the unexpected changes to these summary statements and develop solutions to improve the validity of data for reporting outcomes in the future.

As mentioned in the **Data Sources for Key Measures** section, NH reassessed the child outcome measure to maximize the ability to capture shorter and longer-term impacts on child outcomes. While there is no time to change the child outcome measure for this SSIP, the state, with stakeholder input, will consider potential changes in the future.

Progress Toward Achieving Intended Improvements

Progress on Outcomes—Infrastructure, Practice, & Fidelity

Phase III: Year 3 continued refinement and expansion of infrastructure development while also providing an opportunity to examine changes in classroom level practice implementation over time. At the beginning of each section below, statements are included that link to the logic model outcomes, presenting an overarching assessment of achievement of intended improvements followed by detailed data and explanatory text.

Infrastructure Changes

Coaching Infrastructure

Progress on coaching infrastructure was demonstrated in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

- The State is establishing a cadre of coaches to support implementation of the Pyramid Model
- Mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model are being established at both state and local levels

Process and Practice-based Coaching

A central component to iSocial participation was coaching, both at the local leadership team around process and at the practitioner level around teaching practices. In Phase III: Year 3, iSocial continued to develop the pool of coaches available, building upon existing experience and working with the PMC and consultant Beth Steenwyk to further strengthen coaches' skills and fidelity. A core group of iSocial coaches (7) have now been implementing with iSocial for two or more consecutive years and almost half (3) of that group have obtained that level of experience in both process and practice-based coaching. It is from this pool of coaches that the New Hampshire Master Cadre of coaches will be developed.

Building an iSocial Master Cadre

	Phase III: Year 3 Coaches	Two or More Years Coaching with iSocial
Process Coaches	10	6
Practice-based Coaches	5	4
Serving as both Process and Practice-based Coaches	3	3

In addition to expanding the pool of Coaches, the Core Team has worked closely with district and, through the SPDG, community-based implementation sites to continue to expand and scale-up practice-level implementation to additional classrooms. At the SSIP districts, five additional practitioners received coaching in Phase III: Year 3 as compared with the previous year, and five new practitioners/classrooms were added through the SPDG (table below). These numbers represent a slight decrease from the original estimates included in the Phase III: Year 2 report as planning with districts was still in its early stages at the time of report submission and local decisions were not yet finalized.

Practice Based Coaching and TPOT™ Administration

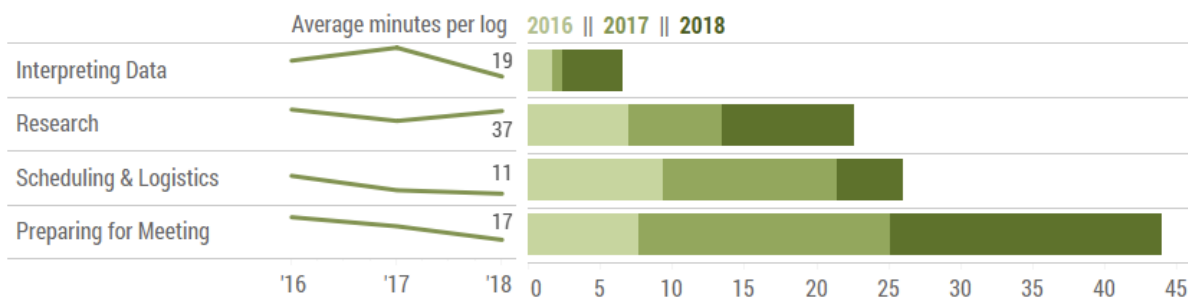
	Phase III, Year 1	Phase III, Year 2	Phase III, Year 3 (<i>predicted FY'16 SSIP APR</i>)	Phase III, Year 3 (<i>Actual</i>)		
				SSIP	SPDG	Total
Practitioners to be coached	6	12	27	17	5	22
Practitioners engaged in TPOT™/ TPITOS™ and not receiving coaching	0	25	33	20	0	20

Figure 11 below, summarizes data from logs maintained by practice-based coaches to support individual and collective reflection about the iSocial coaching model. Coaches record their overall time spent on a given occasion, which is then divided with less precision across the various preparation and coaching activities listed. These allocations, then, are best understood as a reflection of the relative emphasis across the difference preparation and direct coaching activities. The sparklines down the middle of the chart reflect the coaches' estimates of how many minutes they spent engaging in each activity *when that activity appears in their coaching log* (null values are not included in this calculation). The bars in the right half of the chart indicate cumulative hours over the life of the project. The sparklines make it easy to see trends in a given activity over time, while the bar charts highlight relative time investment across the activities. Finally, the upper chart addresses activities in preparation for direct coaching interactions with practitioners, whereas the lower chart reflects direct coaching activities. Overall, the coaches' self-reported direct coaching activities reflect an adherence to fidelity of the practice-based coaching model, with the majority of time spent engaging in direct observation, action planning, and feedback. As the data infrastructure evolves and coaches are supported with additional technical assistance and resources, it is expected that coaches will continue to expand the time allocated to data interpretation, in both preparation and direct coaching.

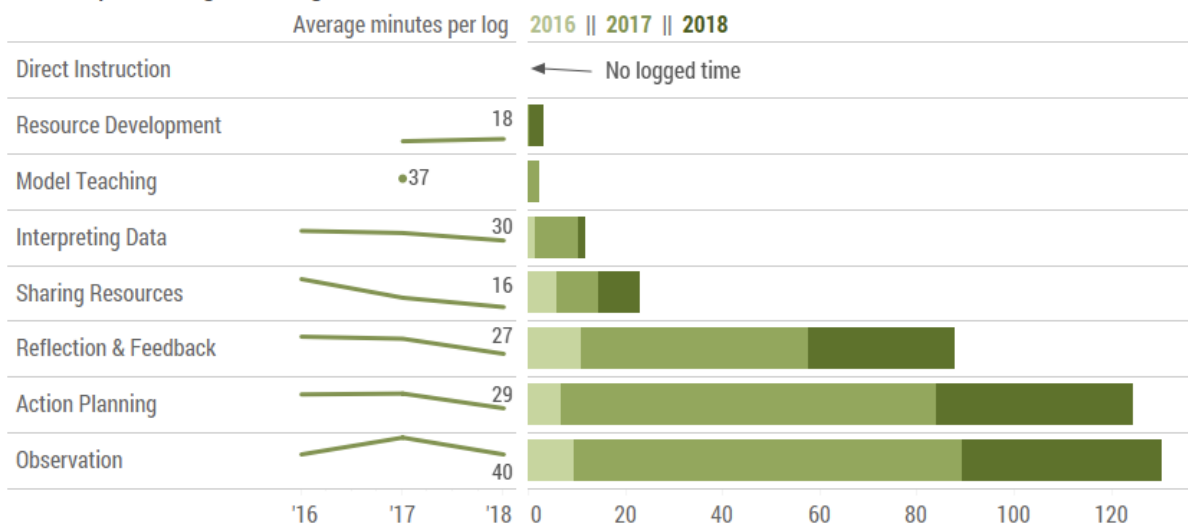
Figure 11

Breakdown of how coaches spend their time

Hours spent doing preparation activities



Hours spent doing coaching activities



Practice-based coaching delivery methods

It had been thought that some districts would utilize group and reciprocal peer coaching at the start of the school year in Phase III: Year 3. By the summer, it was clear that more information about the methods and the implications for implementation were needed. Given state and district capacity, it was determined that the school year would begin with the expert coach delivery model. As understanding of the practice-based coaching delivery methods was honed, the Practice-based Coach Coordinator worked with teams to help them assess which method of coaching made the most sense for them based on their infrastructure and practitioner needs. While this was happening, trainings to bring the coaches up to speed with the methodologies occurred. The first round of group practice-based coaching began in January 2019.

Training and TA

Progress on Training and TA was demonstrated in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

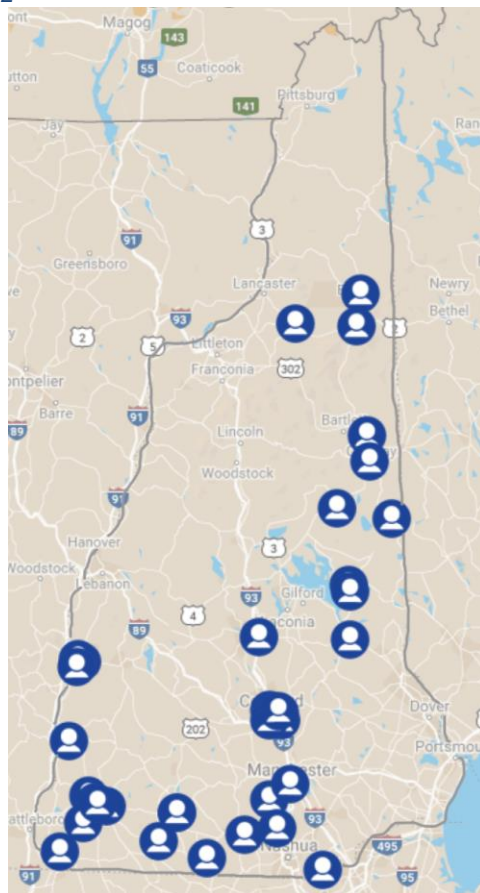
- Opportunities for families to be systemically engaged in activities supporting their children's social emotional development
- Increased knowledge and skills of personnel to engage families in supporting improved social emotional outcomes for their children

Positive Solutions for Families

Since March 2018, 67 local facilitators have been trained to implement Positive Solutions for Families. These facilitators represent a total of 39 organizations, including school districts, child care centers, family resource centers, Head Start programs, and early childhood mental health organizations throughout the state. There was even one grandparent who received training to conduct this programming with local families. Seventy-five percent of the SSIP districts participated with 9 of their staff becoming facilitators and 100% of the SPDG implementation sites participated training 19 of their staff. Beyond the implementation sites, 15 additional agencies within iSocial communities participated so that 63% (42) of those trained to be Positive Solutions for Families facilitators are based in iSocial communities. The remaining 24 participants, representing 14 agencies, came from external organizations and support the expanding capacity to support Pyramid Model implementation statewide.

Geographic Distribution of Positive Solutions for Families Facilitators Trained (Since March 2017)

Figure 12

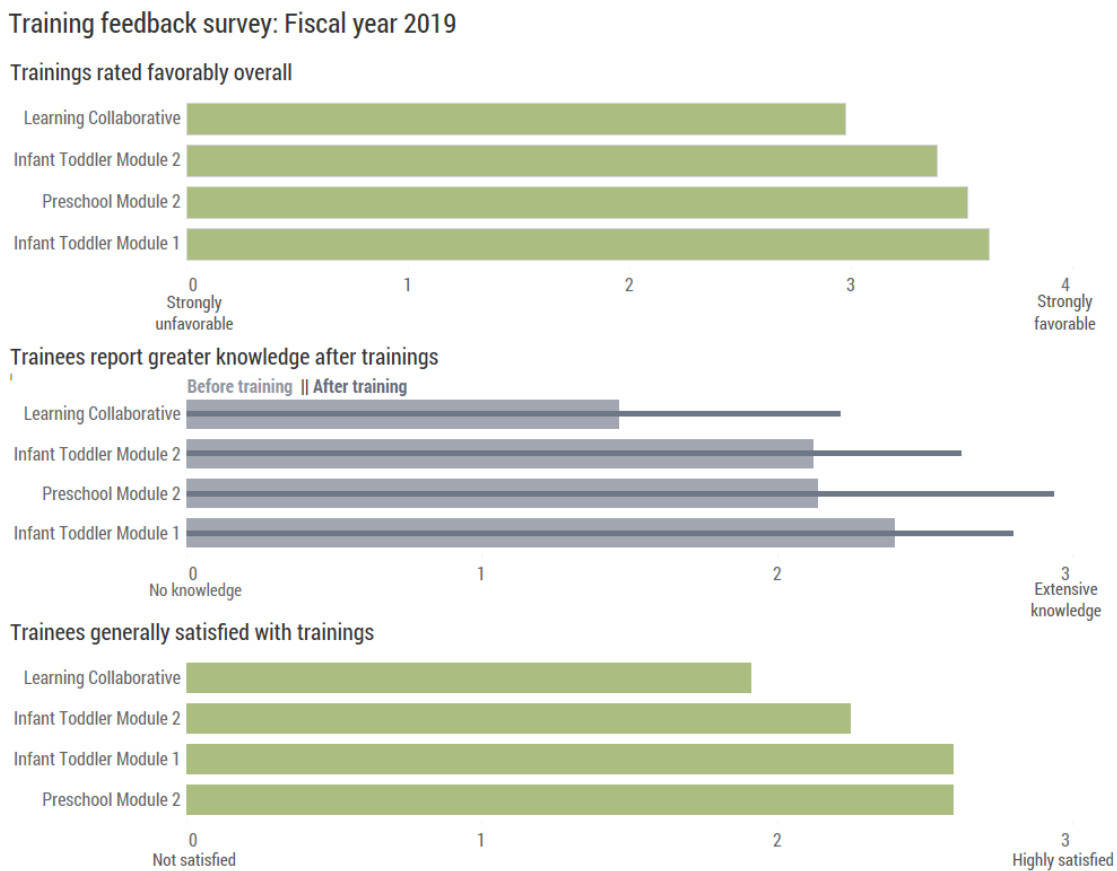


Pyramid Module and Leadership Training Opportunities

To support continued skill development and fidelity implementation of the Pyramid Model Framework, process and practice-based coaching, and Pyramid Model teaching practices, a variety of training opportunities were offered to iSocial participants and collaborators during Phase III: Year 3. Feedback loops as well as survey data (below) confirmed the value perceived by participants and increasing knowledge and skills resulting. The following charts summarize participant feedback from four training opportunities provided for SSIP practitioners and coaches. Each bar represents one workshop. The top chart reflects an average score across seven qualities of the presenter and the stimulus materials, presented here as a “favorability” rating. The middle chart reflects participants’ ratings of how much they learned from the workshop; this is an average score across multiple workshop-specific survey items, in a retrospective pre-test format (“Please select the response that best describes your knowledge [about each of the following topics] before the workshop,” followed by a parallel set of questions referencing after the workshop). In this middle chart, the wider bar indicates self-ratings of knowledge before the workshop, and the narrower bar represents post-workshop knowledge. Finally, the bottom chart depicts workshop participants’ responses to a single item inquiring about their overall satisfaction

with this training experience. The data presented here (Figure 13) shows both relatively high participant ratings in all three dimensions, as well as meaningful differentiation across the workshops, with the “Learning Collaborative” training about data use generating the least favorable ratings and point-in-time knowledge estimates, yet substantial knowledge gains. The remaining infant, toddler, and pre-school workshops were well received and produced large self-reported knowledge gains. Lower favorability ratings for the learning collaborative workshop may reflect less inherent appeal of data and data systems than Pyramid Model content, for early childhood practitioners.

Figure 13



State-level Infrastructure--Governance, Leadership, and Alignment

Progress on State-level Infrastructure was demonstrated in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

Mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model

Sustainability of state and local infrastructure to support practice

Considerable progress has been made to formalize, document, and scale-up the state-level systems development that has been occurring since Phase II of the SSIP as well as to support the long-term sustainability of those systems. As discussed in the **Changes to Baseline** section

of this report, the Stages of Implementation Checklist records progress on key indicators in the installation stage, notably the formalization of the State Leadership Team and administrative structures to support change. Further progress has demonstrated a strong reach into the initial implementation stage with the emerging transition from reliance on external experts to internal capacity to support key structures such as coaching, training, and fidelity assessment. (More information regarding this development can be found in the following sections of this report: **Implementation Progress and Stakeholder Involvement in Phase III: Year 3** and **Progress on Achieving Intended Improvements**). Alignment efforts have deepened substantially through conjoined efforts with the PM SLT. One of the most prominent of these alignment efforts has been the integration with the PM SLT Communications Work Group (see **Stakeholder Involvement in iSocial Implementation**). Both the PM SLT and iSocial State Leadership Teams have acknowledged a clear need for clear and consistent communication regarding the Pyramid Model. The iSocial State Leadership Team has further acknowledged, both through meetings as well as the Stages of Implementation Checklist, the need for a communication plan to support statewide buy-in., including furthering understanding about iSocial and establishing clear materials to support readiness and onboarding of new communities and sites. Work has begun on this effort (see **Progress and Modifications to the SSIP**) utilizing lessons learned and stakeholder feedback and plans for expanding this work continue into the upcoming year (see **Next Steps**).

Data and Evaluation

Progress was made on data and evaluation in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

- State mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model
- Reports accessible to state-level and local personnel
- Sustainability of state and local infrastructure to support practice

During Phase III: Year 3, the Evaluation Teams made significant changes to ensure that the data generated through iSocial was accurate, accessible, and usable by all participants of iSocial. This work involved three key strategies: 1) a review of current data collections for accuracy, 2) expansion of the iSocial data system to support increased access and data integrity, and 3) development of a comprehensive TA plan to support data use at the state and local level.

Data Collection Review

The Core Evaluation team examined each of the local data collection tools implemented during Phase III: Year 2 to determine the level of accuracy of data being collected, how well-aligned the resulting data was to the intended evaluation goals, if there were any gaps in the resulting data, and the inclusiveness of the language of the collection tools with regards to the new implementation contexts being incorporated through the SPDG. As a result of this analysis, five tools were revised including the Leadership Team Meeting Logs, Process and Practice-based Coaching Logs, Leadership Team Survey, and Data Use Survey.

iSocial Data System

The Evaluation Data Team, Evaluation Coordinator, and system developers worked closely to identify key improvements to the iSocial data system for Phase III: Year 2. These improvements were designed to increase data access, strengthen collection oversight and data integrity, as well as expand system capacity and flexibility to support sustainability and scale-up. Through this process a total of 7 new system roles (permissions) were created, including six to support integration of the community-based programs through the SPDG and the Coach Coordinator role. Five new collection tools as well as seven state level administrator and four local leadership team reports were created in the system to provide increased opportunities for managing data collection, overseeing data integrity, and leveraging the system for data analysis to support program implementation. Additionally, data tables on the backend of the system were revised to expand system capacity to support group coaching, managing data by funding streams/state initiatives, and scale-up to additional early childhood contexts, including home visiting.

Data Use TA Plan

Based on data gathered through the Leadership Team Survey, Data Use Survey and feedback loops, the Evaluation Team outlined a TA plan to support iSocial participants with the understanding, collection, and use of data as part of iSocial implementation. This plan was constructed to provide a constellation of resources for the unique needs of each role in iSocial including universal and targeted training and technical assistance, web-based resources, and embedded supports within the iSocial data system. More information regarding the details of this plan can be found in the **Data Management and Analysis section** of this report.

Practice Changes & Fidelity

Progress was made with regards to practice implementation and fidelity in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

- Promotion of fidelity standards and measures for the Pyramid Model
- Improved knowledge and skills of personnel working with children and/or families
- Increased knowledge and skills of personnel to engage families in supporting improved social emotional outcomes for their children
- Shift in practitioner practice and implementation of the Pyramid Model with fidelity
- State mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model
- Sustainability of state and local infrastructure to support practice

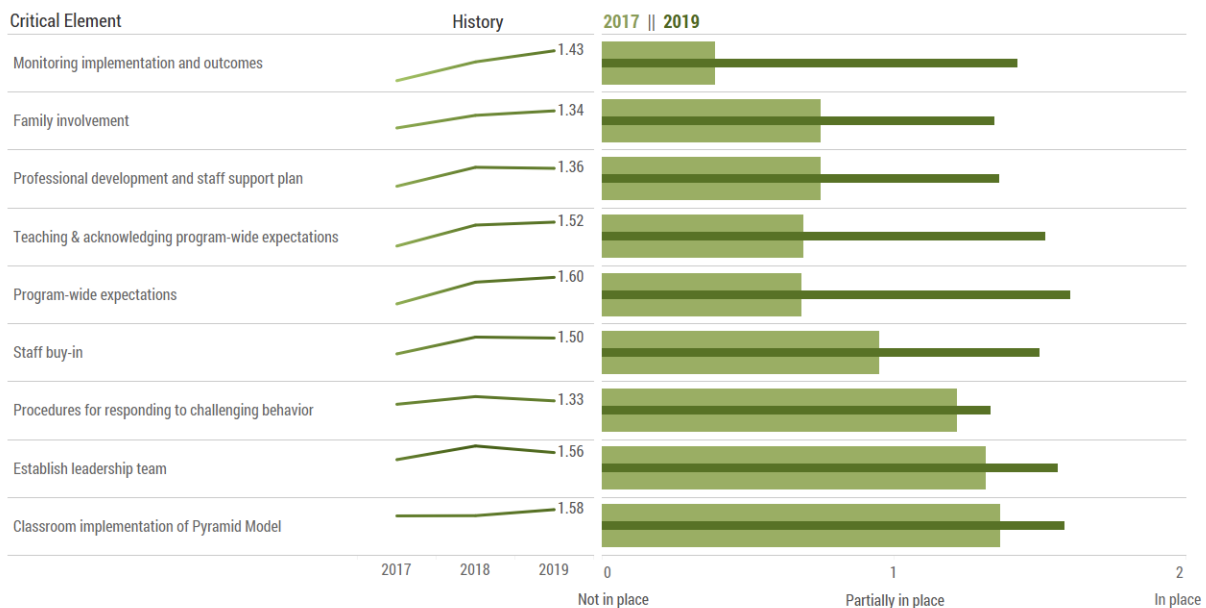
BOQ

Benchmarks of Quality for Pyramid Model practices have been articulated for multiple levels of systemic implementation, from site/program to entire states. The iSocial program has collected BOQ ratings at the site and community collaborative levels. From the data presented below, it is apparent that site-level fidelity has improved substantially in the three years since program

introduction (see Figure 14) with all dimensions approaching a common threshold between “Partially” and fully “In place.” Key items including as Monitoring Implementation and Outcomes, Family Involvement, Professional Development and Staff Support Plan, and the implementation of Program-wide Expectations reflect the systems and infrastructure development occurring at the local level. These benchmarks are indicative of sustainability factors identified in the Sustainability White Paper (Appendix XVI: Sustainability White Paper), in particular the consistent implementation approach, frequent data sharing, and effective teams.

Figure 14

Site-level Benchmark of Quality scores increase, implementation of Pyramid model maturing



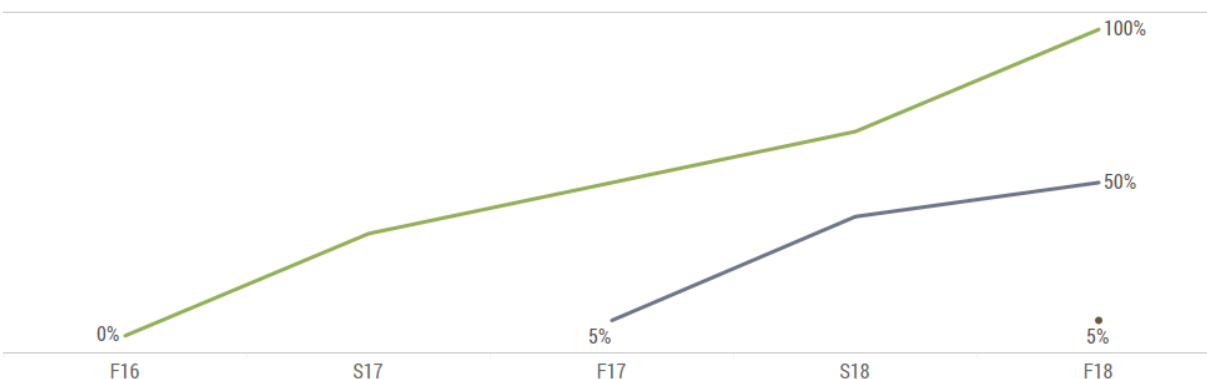
TPOT™

The TPOT™ measures both successful implementation of teacher practices as well as provides an overall threshold for defining fidelity. Fidelity, on the TPOT™, is defined as successfully demonstrating 80% or more of the teacher practices and receiving no red flags. Figure 15 (below) examines the proportion of each cohort that attained the fidelity threshold over the three-year implementation period of the SSIP. Here, condensing all TPOT™ subscales to one aggregate score and factoring in “red flags,” the chart shows the accruing expertise at both practitioner and site levels: the 2017 cohort began with higher TPOT™ baselines but no advantage in “red flags” over the 2016 cohort, and every increment in practice time (up through two years, when all 2016 practitioners “topped out”) results in more practitioners achieving overall fidelity. This data is suggestive of the impact of program-wide implementation on practitioners and infusing knowledge and skills across classrooms and/or on selection (recruiting and hiring) of practitioners with increased capacity with the PM practices. Continuation of this pattern in future years could point towards a strong base for sustainability of teaching practices.

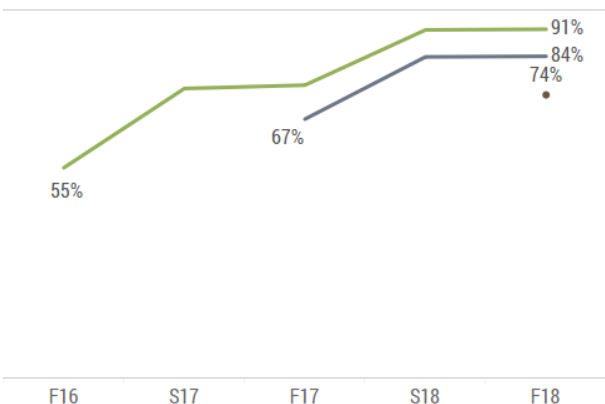
Figure 15

Fidelity increases with time

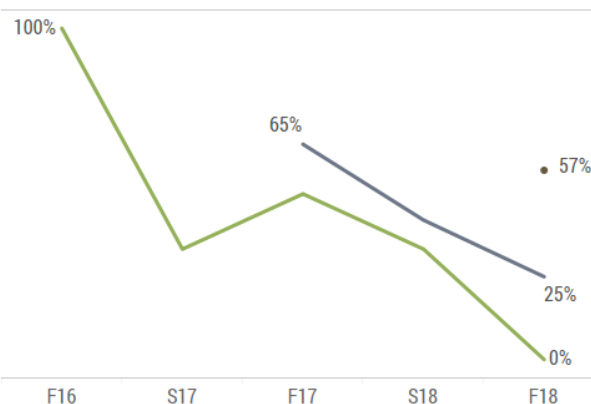
Percent of practitioners at fidelity on the TPOT
 Fidelity = 80% or better TPOT score AND no red flags



Average TPOT score improves between and within cohort



Percent of practitioners with 1+ red flags on the TPOT

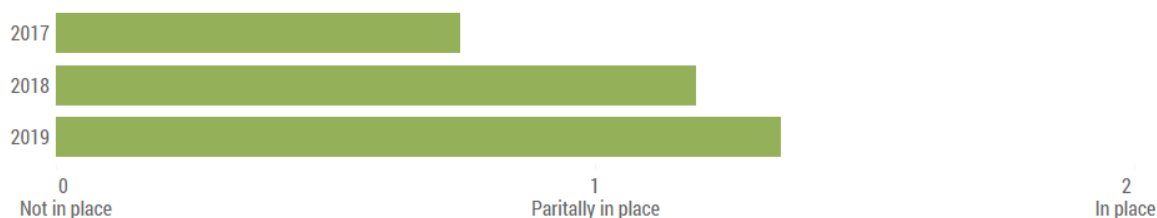


Family Engagement

Progress in both improving program and practitioner knowledge and skills to support family engagement as well as opportunities for families to be systemically engaged has been identified as a key outcome of iSocial. In addition to the strengthening practice observed at the practitioner level (see **Changes to Baseline Data** section), programs demonstrated a steady growth in engaging families systemically as measured by the Benchmarks of Quality (Figure 16 below). Programs reported increased opportunities for family input and involvement in the development of iSocial and PM implementation as well as utilizing a variety of communication mechanisms to share implementation plans information with families. Programs are also training staff to providing direct supports to families through the provision of Positive Solutions for Families (**see Training and TA above**). Ample opportunity for growth in this area remains and is supported through the inclusion of a Family Engagement Director and a Family Engagement facilitator housed at the NH Parent Information Center (**see section on Pyramid Model Implementation**).

Figure 16

The Benchmarks of Quality shows Family involvement has increased over time



Measurable Improvements in the SiMR

Progress was made in child outcomes as measured by the SiMR. This progress was related to the following intended outcomes, aligned with the iSocial Logic Model (Appendix VIII: iSocial Logic Model):

- Improved positive social emotional skills for children aged birth to five
- Increased rate of growth in the area of improved positive social emotional skills (including social relationships) for preschoolers with disabilities

The SiMR was the primary long term outcome (Long Term Outcome 1) identified by the evaluation and the ultimate goal for implementation of iSocial.

Baseline data for the SiMR was established in FFY 2013. At that time targets were set for subsequent years. This baseline data was based on the subset of the 16 districts participating in the SSIP during the first year. The measure for the baseline data was “of the children who entered or exited the program below age expectations in Outcome A1 (positive social-emotional skills including social relationships), the percent who substantially increased their rate of growth by the time they exited the program.”

The FFY 2017 data results were 78.2%. This data was based on the 14 districts that have remained in the SSIP. This exceeds the target of 76.29% and demonstrates progress from the baseline year of 7.07 percentage points.

SiMR Data Over Time Compared to Targets					
FFY	2013	2014	2015	2016	2017
# Districts	16	15	14	14	14
Target		71.13%	71.13%	73.71%	76.29%
Data	71.13% (138/194)	85.30% (139/163)	72.80% (131/180)	81.3% (135/166)	78.2% (122/156)

The decline in numbers of children reported over the last two years in the SSIP (166 children reported in 2016 to 156 children reported in 2017) was consistent with the decline in the State Performance Plan (1098 children reported in 2016 to 1016 children reported in 2017).

Deeper Analysis of SiMR Trends

As noted, the SiMR was based on *Outcome A1: Of those children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.* This was calculated using the data from categories a.-e. (see table below) using the formula: $(c+d)/(a+b+c+d)$. In order to better understand the SiMR data trends, the State Leadership team looked at the categories (a.-e. below) for both the SSIP districts and the State over time.

The table below demonstrates that there has been a decreased percent of children in category 'e' for children in the SSIP group relative to the State across 2016 and 2017. This means that in the SSIP group, fewer children were identified at entry as functioning at age expectations in this area. (2016 +12; 2017 +10). This could be an indication of more accurate assessment in the SSIP group.

There was a higher percentage in 2017 from 2016 in 'd' which represents children that entered functioning below age expectations and exited functioning at or above. This could be an indication of successful intervention and it will be interesting to see if the % difference between the SSIP and State data continues to show increases in 2018.

These results are not statistically significant but suggest positive movement in the data.

Comparison of SSIP and State Data by Category over Two Years							
Categories	SSIP 2016 (n=184)	State 2016 (n=1306)	SSIP- State 2016	SSIP 2017 (178)	State 2017 (1229)	SSIP - State 2017	Difference between SSIP sites and statewide child outcomes data
a. did not improve	1%	2%	-1%	1%	4%	-3%	decreased %a
b. improved but not sufficient	16%	13%	4%	18%	13%	5%	increased %b
c. improved nearer but didn't reach	28%	27%	0%	14%	22%	-8%	decreased % c
d. improved and reached comparable	46%	42%	3%	55%	44%	10%	increased %d
e. maintained function	10%	16%	-6%	12%	17%	-5%	decreased %e

Plans for Next Year

Implementation and evaluation activities, timelines and barriers

Much of the state-level implementation and evaluation activities for the next year are a continuation of the work described in this report. The timeline for these activities are dependent on the upcoming directive from OSEP regarding the “re-think”. Until the requirements to engage in a second State Systemic Improvement Plan are understood, it is problematic to commit to a timeline and scope of implementation. In addition, if the next SSIP has a State-identified Measurable Result component, the State will need feedback from stakeholders regarding a SiMR. Depending on the directive from OSEP and the will of the stakeholders, NH will need may need to engage in planning and data collection that is substantially different from this work. These factors potentially impact timelines and scale of the work.

In contrast, the timelines and next steps for the work at the local level is more defined. The shifting of state support and increasing of SSIP districts independence and capacity to sustain the work locally has more predictability.

State level implementation and evaluation activities

Coaching Infrastructure: ensure fidelity of implementation across all coaching and training

- Further develop Master Cadre (MC) of practice-based and process coaches
 - Establish a fee-scale for MC based on higher skill set and more responsibilities than other coaches
 - Partner with national experts to create resources, formative tools and processes related to the selection of MC members
 - Define roles and responsibilities of MC
 - Identify 2-3 potential MC for each type of coach
 - Conduct systems-level professional learning communities for coaches
 - Align MC for iSocial with PM SLT
- Process Coaches
 - Support SPDG community collaboratives, year 1 and year 2 implementation sites
 - Engage in sustainability work with local teams
 - Expand the pool of process coaches
 - Create resources and processes for internal process coaches
 - Continue coaching the coaches
 - Work with PM SLT to develop model for process coaches
- Practice-based Coaches
 - Support SPDG community collaboratives, year 1 and year 2 implementation sites
 - Expand the pool of practice-based coaches

- Continue coaching the coaches to fidelity
- Increase understanding of the practice-base coaching model and the various formats within the PM SLT

Training Infrastructure

- Train the trainers
 - In coordination with the Pyramid Model Consortium, NH will identify and train 2-3 trainers for the Pyramid Model Modules 1-3 at both the infant/toddler level as well as the preschool level. A plan will be developed and implemented to ensure quality of trainers will be developed and trainers will be evaluated for effectiveness. NH-based capacity to implement program-wide leadership and readiness training will be developed.
 - iSocial Core Team member participates on PM SLT Professional Development Workgroup
- Family Engagement
 - Two or more NH-based master trainers for Positive Solutions for Families (PSF) will be trained by the Pyramid Model Consortium
 - Additional PSF facilitators will be trained and conduct the PSF series
 - Ongoing work with local leadership teams to promote family engagement in iSocial
 - iSocial Family Engagement Director participates on PM SLT Communication Work group

State Level Infrastructure

- Develop and implement communication plan
- Create a written process for onboarding new communities and sites
- Expand collaboration with PM SLT workgroups
- Continue support and participation with PM SLT

Data and Evaluation

- Add new dashboards and reports to allow local administrators and data coordinators more control and oversight over local data collection
- Provide resources, training, and guidance to practitioners, practice-based and process coaches, data coordinators, and local and state team members to support understanding, collection, and use of data to support implementation
- Expand system reports to further analyze data across sources
- iSocial Core Team member participates on PM SLT Data & Evaluation Workgroup

Sustaining implementation with the SSIP districts

April 1-June 30 2019: Wrapping up the year with the SSIP districts

- Spring celebration of success across iSocial
- Data Collection: Spring TPOT™, final POMS data for SSIP
- Practice-based coaches finish coaching for the year
- Process coaches continue support of local teams to develop sustainability plan
- Determine State support for local team implementation of action plans, based on evidence of sustainability

July 1, 2019- February 29, 2020: Winding down state supports with the SSIP districts

- Continue limited data collection to assess district implementation with reduced state support
- Local sites retain access to iSocial data system
- Collect and analyze final SiMR data
- Pending guidance from OSEP and stakeholder input, enter into a new round of SSIP baseline data collection and implementation
- SPDG implementation and analysis

April 1, 2020: Submit final FFY' 2013-FFY' 2018 SSIP

Potential Barriers

- Fiscal capacity of programs, particularly community-based, to engage with a fee-for service coaching structure
- Ensuring state capacity keeps pace with local need during scale-up
- Managing potential course corrections to support sustainability through the PM SLT
- Engaging high-level administrator buy in in the districts
- Succession planning and sustainability with high levels of administrator and practitioner turnover
- Initiative overload in the districts