iSocial

FFY 2018 State Performance Plan/Annual Performance Report

Indicator 17: New Hampshire Part B

State Systemic Improvement Plan (SSIP)

Phase III: Year 4: iSocial

April 1, 2020

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Summary of Phase III: Year 4

Phase III: Year 4 of the State Systemic Improvement Plan (SSIP) saw New Hampshire's iSocial system in transition, with SSIP school districts preparing for sustained implementation under fading State involvement and implementation in district and non-district sites under the State Personnel Development Grant (SPDG) accelerating into its second year. The SSIP is a multiyear effort to improve the social-emotional skills of preschool children with disabilities through the increased capacity of state and local infrastructures related to data systems, professional development, and leadership, and the implementation of evidence-based practices based on the Pyramid Model. Planning for the SSIP began in 2014, with district implementation beginning in 2016 anticipating two years of comprehensive state support followed by gradual release, The SPDG supports improved social emotional outcomes for infants, toddlers and preschool children, including children with disabilities. The SPDG focuses on infusing the evidence-based practices into IHEs, developing a statewide online sharing site, and building the infrastructure to support trainers, coaches, teams, and practitioners with the expanded implementation of the Pyramid Model in community-based sites. Both serve as integral underpinnings of the larger iSocial (**i**mproving **S**ocial-emotional **O**utcomes through **C**omplementary **I**nfrastructure **A**nd **L**eadership) system. iSocial partners are summarized in the table below, and depicted in more detail in the *iSocial Visual* graphic attached as Appendix I. This annual report will focus on the portions of iSocial that are specific to the SSIP and tell the larger story when that helps the reader understand the impact of the iSocial system on the SSIP. Prior reports on the SSIP can be found at https://osep.grads360.org/#report/apr/2017B/publicView?state=NH&ispublic=true.

Leadership Teams	Implementation Partners	Supporting Partners
iSocial Core Team (NH DOE)	14 School Districts (SSIP)	Pyramid Model Consortium
iSocial State LT	8 Early Childhood facilities (SPDG)	NH Pyr Mod Leadership Team
Implementation site LTs	Practice-Based Coaches	Vanderbilt U. (P-B coaching support)
Community Collaborative LTs (SPDG)	Process Coaches	NH Parent Information Center (process coaching and fam support)
		Higher Ed Institutions (SPDG)

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 support from a statewide Process Coach Coordinator contracted through NH's Parent Information Center, 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). Practice-based coaches, with support and coordination from Vanderbilt University, joined local leaderships and, in collaboration with processes coaches, identified strategies to assist local teams in building internal capacity for coaching.

iSocial Theory of Action, including the SIMR

Phase III: Year 4 spanned from March 2019-February 2020. Throughout this time, NH 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.

Brief summary of FFY 2018 SIMR results

NH's baseline for the SIMR was established in 2013, at 71.13% of preschool children with disabilities who substantially increase their rate of growth in social-emotional skills by the time they turn six years of age or exit the program. NH's SIMR target was set to gradually escalate to 78.9% in FFY 2018. NH's measured SIMR for FFY 2018 exceeded that target, reaching 82.9% for all 14 school districts that have participated in the SSIP, and 83.3% for the four districts that are currently continuing to receive state support in implementing the SSIP. A more detailed description of SIMR results across the period of the SSIP is provided in the section of this report entitled, *Measurable Improvements in the SIMR*.

Coherent improvement strategies

In Phase III: Year 4, 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 the coaching and training leads (Vanderbilt University and Race2K, a project of the Parent Information Center) met frequently to engage in a plan/do/study/act cycle to assess the development of practice-based and process coach cohorts as well as coordination between the two. The first cohort of New Hampshire Master Cadre coaches and trainers were recruited in Fall 2019 and will complete training in Spring 2020. iSocial invested in a Family Engagement Director and a Family Engagement facilitator housed at the NH Parent Information Center to support community collaboratives and implementation sites in engaging and supporting family participation on local leadership teams as well as to build capacity for implementing Positive Solutions for Families, the companion family module of the Pyramid Model.

Additionally, iSocial continued to increase capacity for data analysis and evaluation. The Core Evaluation Team, comprised of the internal iSocial Evaluation Coordinator, external evaluator (Behavioral Health Improvement Institute at Keene State College), and technical support from the IDEA Data Center (IDC) engaged in continued tool refinement and strategizing for measurement of child outcomes consistent with ongoing policy developments throughout NH's early childhood systems.

The iSocial Data System Development Team implemented enhancements to the iSocial data system 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.

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 community-based early childhood settings through the SPDG. Fiscal support for a subset of SSIP teams continued, and all districts retained access to the iSocial data system.

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 4 iSocial continued to focus on the base of the pyramid within the Pyramid Model (Effective Workforce; Systems and policies to promote and sustain the use of evidence-based practices), Tier 1 (High-Quality Supportive Environments) and Tier 2 (Targeted Social Emotional Supports). 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 Intervention) 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 iSocial expanded beyond school districts into community settings, 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 fourth 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.

During Phase III: Year 4, iSocial districts completed a sustainability plan which included an outline of state supports they needed to continue and build a strong foundation for sustainability. Based on this planning process, five districts presented a compelling need for continued direct state support with practice-based coaching and data collection/use, one of which later withdrew as a result of significant changes in leadership. Two districts identified internal capacity to sustain implementation of the model without direct state support, and one district determined a preference to move forward with a variation of the model that did not meet the fidelity standards for iSocial. Following the plan submissions, the participating School Administrative Unit, comprised of seven districts, experienced significant leadership change and withdrew from active iSocial participation. A new district implementation site joined iSocial during late summer 2019 through the expansion of the SPDG and work continues to engage additional district sites under that umbrella.

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, consulting regularly with the Core team and Expanded Core Team. The PMC Executive Director, Dr. Rob Corso, is a member of the iSocial State Leadership Team and a substantial contributor to building NH's Master Cadre of Pyramid Model coaching and training resources. PMC experts are coaching New Hampshire coaches, provided expert trainers for the vast majority of the trainings held by iSocial in the past year, and support NH's preparation to expand iSocial implementation in home visiting and early intervention programs.

The federally funded National Center for Pyramid Model Innovation (NCPMI) has also proven invaluable to New Hampshire. The iSocial Core Implementation Team consulted with NCPMI concerning potential adaptations of tools to support Pyramid Model Implementation in home visiting and early intervention programs, as well as state-wide implementation of the Pyramid Model Behavior Incident Report (BIR).

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 year, this work focused 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. In Phase III Year 4, for example:

- NHDOE Office of Social and Emotional Wellness initiatives such as Fast Forward 2020 and Project Grow have early childhood elements, in some cases including 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.

- 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 support for the PM meeting facilitation and coordination, accelerating this statewide process by leveraging experiences and systems developed through iSocial. 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 ("Tip Cards"; see Appendix V) about the Pyramid Model for families. It is the hope that the PM SLT will be the long-term coordinating body that will support the work of iSocial.

- An 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 Social Emotional Learning aligned with the Pyramid Model.

- This winter, New Hampshire received a Preschool Development Grant (PDG), which supports a host of efforts related to iSocial including: the expansion of state-level systems development to implement the Pyramid Model across the early childhood system, QRIS, play-based learning, trauma-informed care, and early childhood data systems integration. In addition, the PDG supports a community-based approach similar to the structure of iSocial. Finally, the PDG coordinator was recently recruited to join the iSocial SLT.

Overview of evaluation activities, measures, and outcomes

During Phase III: Year 4, the Evaluation Team focused on strengthening the capacity of iSocial stakeholders to utilize data for decision making and quality improvement. The Team approached this task with a TA plan to support state and local data use. In Fall 2019 the Evaluation Team incorporated two key trainings that provided the foundation for the year's focus on supporting site leadership teams' capacity to understand and use data within iSocial -- an iSocial Evaluation Overview and iSocial Data Coordinators, a presentation exploring the role and function of Data Coordinators on site leadership teams. Both presentations were offered in an interactive webinar format, which was archived and made available through the iSocial online sharing site.

These offerings were followed with the Fall Learning Collaborative where Collaborative and Site leadership teams were able to apply the Data Inquiry Cycle to site-level data and bring together

their Data Coordinators for a role-alike discussion to launch a Data Coordinator Cohort that would persist throughout the year. The Data Coordinator Cohort was established to provide a networking and collaborative learning environment in which coordinators could explore their unique role within their various organizational and team structures. The Cohort proposed to meet four times per year, facilitated by the iSocial Evaluation Coordinator, and focus on developing a deeper understanding of the iSocial data collection tools, the resulting data, and how it all connected. Like the Evaluation Overview, the Data Coordinator Cohort meetings were offered as interactive webinars to reduce barriers to attendance and enable asynchronous access to the recording for those who could not participate in real time.

The back-end of the iSocial data system has seen several cycles of table modification and new permissions/roles added to enhance flexibility and sustainability through the 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 state and local teams. The Data System Development Team created a new system role in Phase III: Year 3 to distribute the responsibility of oversight and management of data collection. In Phase III: Year 4, the Coach Coordinator role was being tested to ensure that vendors responsible for coaches would be able to oversee service delivery and data collection and monitor fidelity to the coaching model.

Data analysis during Phase III: Year 4, in addition to regular data monitoring, was strategically focused to support decision making for continued improvement and sustainability of implementation (see App X: iSocial Logic Model and APP XII: iSocial Data Collection Calendar, which provide the basis for evaluation activities). Through analysis of infrastructure and practice data from key measures including the Benchmarks of Quality (BOQ), Teaching Pyramid Observation Tool (TPOT™), coaching logs, feedback surveys, and feedback loops, the State Leadership Team observed progress on many targeted outcomes, as well as some exceptions to trending improvements in some districts that will inform sustainability planning. More information regarding the analysis and results can be found in the Data on Implementation **Progress and Modifications to the SSIP** and **Progress Toward Achieving Intended Improvements** sections of this report.

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. The iSocial data system continued to be expanded to ensure, to the maximum extent possible, the integration of tools within the system and ready access to reports for a growing diversity of end-users. A significant change in Phase III: Year 4 was the collaborative work between the Process and Practice-based Coaches to better support leadership teams in understanding and building internal capacity to support practice-based coaching and the appropriate delivery model (expert, reciprocal peer, self-coaching or a combination thereof) for their organization. This change was based on data from the BOQ as well as feedback loops with the process and practice-based coaches and leadership teams.

Additional efforts have also been made to refine iSocial efforts to support sustainability. One of these key efforts has been to reinforce the capacity of site leadership teams to explore and plan around their strengths, challenges, and progress related to identified sustainability factors (Appendix XIV: Sustainability White Paper). The iSocial Evaluation Team, led by the External Evaluator, revised the annual iSocial Leadership Team Survey (now *Leadership Team Reflection and Planning Tool*; see Appendix VII) to better capture and reflect this data for team consideration. Other work included piloting deep work with district and school level administrators in one district to support integration of iSocial with their broader vision and priorities, as well as support a smooth connection between initiatives, activities and approaches between Pre-School and the early elementary grades. Another district also piloted parallel coaching with iSocial and Play-based Learning to engage educators and administrators regarding the linkages and alignment and provide feedback on how the work can be better integrated from a program perspective.

The Family Engagement Director worked closely with each of the leadership teams to support meaningful engagement of families. This work included preparing both family members and teams to lay the foundation for a successful partnership, as well as identifying program and community level activities to provide meaningful family voice and engagement in Pyramid Model implementation.

Implementation Progress & Stakeholder Involvement in Phase III: Year 4

Description of implementation progress

The *Key Milestones* table on the following pages depicts progress across the entire period of NH's SSIP. This record of activity follows the progression of strategies articulated in NH's *Indicator 17 Coherent Improvement Strategies* document submitted with our FY14 APR (attached as Appendix VI). Much of the work of Phase III Year 4 has been focused on Coherent Improvement Strategy #4: to promote the capacity of the original SSIP districts to sustain the improvement of social-emotional outcomes while NH expands its support for Pyramid Model implementation to include Community Collaboratives and community-based early childhood settings through the State Personnel Development Grant (SPDG).

Key milestones of the SSIP: FFY 13-18					
SSIP Phase I	**SSIP Phase II**	**SSIP Phase III**	**SSIP Phase III: Year 2**	**SSIP Phase III: Year 3**	**SSIP Phase III: Year 4**
← Stakeholder engagement and feedback loops →					
Exploration	Installation	Initial Implementation		Full Implementation	
Intensive data and infrastructure analysis	State Infrastructure development: SSIP State Leadership team established SSIP (iSocial) Evaluation Coordinator hired Data System & Evaluation logic model begun Fiscal support established Prof.Dev. and Tech. Assistance	Continued State infrastructure development iSocial Data system launched Fiscal support to support district action plans and to support professional development and coaching	Continued State infrastructure development iSocial State Leadership Team expands to include SPDG iSocial capacity for data collection and evaluation expanded Fiscal supports continue and extend to SPDG activities A cadre of fidelity assessors, process and practice-based coaches	Continued expansion of iSocial capacity for data collection and evaluation: tool revision, data system modifications, TA to support data use Build capacity for use of data in decision making	Expand capacity for use of data in decision making
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	Monitor, refine implementation of evidence-based practices and SIMR outcome	Monitor, refine implementation of evidence-based practices and SIMR outcome	Define markers of success

Key milestones of the SSIP: FFY 13-18 (cont'd)					
SSIP Phase I	**SSIP Phase II**	**SSIP Phase III**	**SSIP Phase III: Year 2**	**SSIP Phase III: Year 3**	**SSIP Phase III: Year 4**
Exploration	Installation	Initial Implementation		Full Implementation	
Theory of Action and Coherent Improvement Strategies	Support for local leadership teams and practitioners Exploration of NH as a Pyramid Model State	iSocial named to support sustainability and expansion/ scale-up beyond the SSIP NH 28th Pyramid Model State: Leadership Team established NH aligns application for SPDG with SSIP	NH Pyramid Model State Leadership Team co-led by iSocial Implementation Coordinator SPDG awarded. Five community collaboratives focusing on children birth-five and their families	SPDG established with 5 communities / implementation sites Expansion of training infrastructure and scope Family Engagement Director contracted Local capacity to implement Positive Solutions for Families Support family participation on leadership teams	Local capacity for ongoing training and support including practice-based and process coaching infrastructure Alignment of initiatives (SSIP, SPDG, Preschool Outcomes Measurement (POMS), Pyramid Model Leadership Team, QRIS, newly awarded Preschool Development Grant) Enhancement of family engagement strategies
16 districts invited to participate	15 of the 16 districts signed MOUs and continued with SSIP Districts worked on readiness for implementation	14 of the 15 districts continued with iSocial with active leadership teams (1 left iSocial) 12 of 14 districts began implementation of PM 2 of 14 districts focused on local infrastructure development and readiness for implementation	All 14 districts had active leadership teams with action plans 12 of the 14 districts: second year of implementation of PM 2 of 14 began first year of implementation	14 districts guided through sustainability planning and deciding whether to seek continued state support	4 districts continue with fading state support Engaging school administration in sustainability planning

Implementation Strategies and Action Planning

New Hampshire's strategies for pursuing the milestones described above during Phase III: Year 4 are driven by the iSocial Theory of Action (Appendix III: Theory of Action), and reflected in the four overarching goals of the iSocial State Leadership Team Action Plan (Appendix II: iSocial SLT Action Plan). In the figure below, the four Action Plan Goals - coaching infrastructure; training and technical assistance; state-level infrastructure; and evaluation - are shown in rectangular boxes, collectively comprising the iSocial infrastructure and driving the Action Plan.
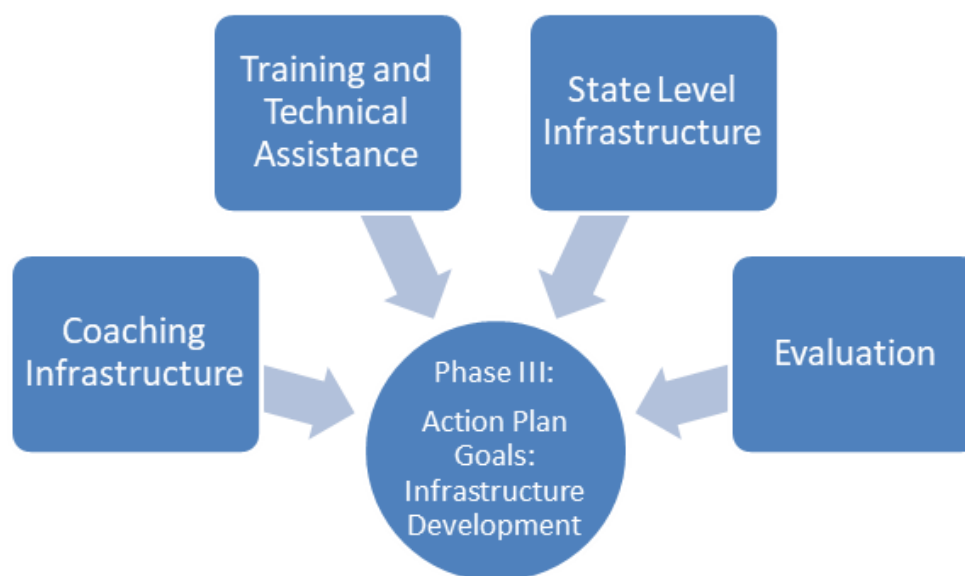
Complementary to the state infrastructure development, the Theory of Action focused the work on implementation at the local level and the development of the workforce. This included both local leadership teams' efforts to build infrastructure, sustainability, and promote the evidence-based practices as well as practitioner-level implementation within classrooms, as illustrated in three panels of the *iSocial Workforce and Reach at a Glance* graphic below. The top left line graph shows the number of Practitioners who have participated in practice-based coaching for each year of Phase III of the SSIP thus far; ranging from 6 practitioners in Year 1 to 43 practitioners in Year 4. The bar graph immediately beneath the line graph reflects the duration of coaching for each of the 43 current practitioners. Duration, calculated as the number of days between the initial and most recent coaching log entries for each coached practitioner, ranged from just a few days for newly enrolled practitioners, to nearly three years for those who began in Fall 2016. Finally, the map on the right shows the geographic distribution of 11 iSocial implementation sites (4 SSIP districts and 7 SPDG community sites) and 748 children enrolled in the classrooms of actively participating practitioners throughout the state.

iSocial workforce and reach at a glance

of Practitioners coached, by year

Duration of coaching (Days)
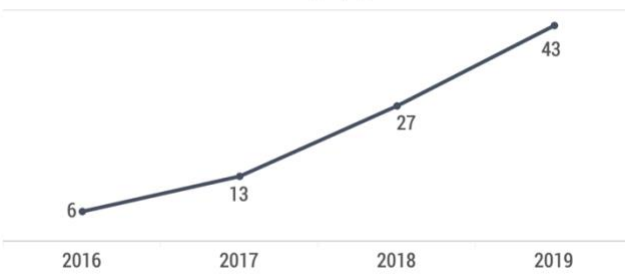
4 SSIP & 7 SPDG sites reaching 748 children

Lancaster Day Care Ctr/Play & Lrn: 19
PSU Center for Young Children & Families: 84
The Childrens Center: 84
Alton: 113
New Durham Elementary School: 9
Claremont: 83
Somersworth Early Learning Center: 49
Somersworth: 134
Keene Day Care Center: 32
The Children's Learning Center DHK: 12
Keene: 129

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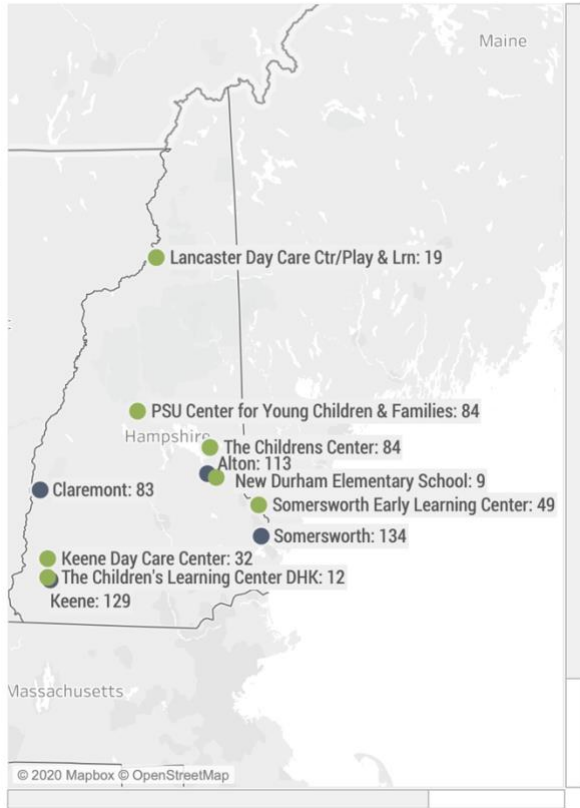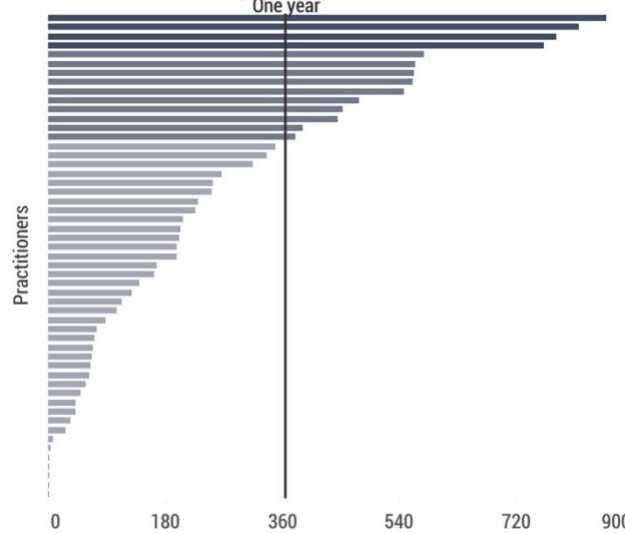
Implementing planned activities with fidelity

While a primary focus of Phase III Year 4 was promoting sustainability of SSIP implementation in the participating districts (Coherent Improvement Strategy #4), planned activities addressed all four goals in the Action Plan. The section below describes these planned activities 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, scale-up, and sustainability of evidence-based practices to improve social-emotional outcomes for preschool children with disabilities. These activities are directly linked to the state's identified Coherent Improvement Strategies and the State Action Plan.

Building Capacity for Data Use (Coherent Improvement Strategy 4.1.1).

State Action Plan Goal 4: *To evaluate the effectiveness of the infrastructure and implementation of iSocial.*

- Supported the Data Inquiry Cycle with targeted training and resources.
- Defined and trained site-level Data Coordinators.

- Trainings to build a shared understanding of iSocial data collection and evaluation.
- Developed a *Leadership Team Reflection and Planning Tool.* In previous years, SSIP leadership teams completed a survey designed to assess the team's functioning and degree of focus on key sustainability factors. Experience with the tool and input from process coaches led us to redesign it to incorporate prompting questions for discussion, as well as additional guidance for how the tool is to be utilized. The intent is that the tool serve to guide action planning for both State-level and Site-level leadership teams. The organizing model is informed by the Early Childhood Technical Assistance Center's Systems Framework (cf. http://ectacenter.org/sysframe/), and aligns with the iSocial Action Plan elements and Program-Wide Benchmarks of Quality instrument. The components of the *Leadership Team Reflection and Planning Tool are* 1) Leadership and Coordination; 2) Stakeholder Engagement; 3) Professional Development and Capacity Building; 4) Access to and Use of Data; 5) Adoption and support for Quality Practices; and 6) Reflecting on Successes and Challenges. In each of these domains, the tool offers a menu of discussion prompts from which the leadership team is invited to select those most relevant to their current action planning challenges. Each section concludes with a few survey questions that the team completes together, submitting their consensual answer through an online portal. This instrument was completed in early January of 2020, approximately two months ahead of the timeline projected in the State Leadership Team Action Plan. It is attached as Appendix VII, and is scheduled for initial administration in late Spring of 2020.

Creating Mechanisms for Ongoing Training and Support (Coherent Improvement Strategy 4.1.2).

State Action Plan Goal 1: *To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.*

- Build a regional reservoir of Pyramid Model expertise. An iSocial Professional Development Workgroup, with membership drawn from both the Pyramid Model State Leadership Team and the iSocial State Leadership Team, are developing a NH-based master cadre of Pyramid Model experts. In the service of populating the master cadre with the breadth of skills dispersed around the state, the leadership teams agreed to invite candidates with interests in *one or more of*: training; practice-based or process coaching; and administration of fidelity measures (currently TPOT™ and TPITOS™). As of late November, 13 candidates had been selected through an application process for a 10-event training sequence. The State Leadership Team Action Plan calls for the master cadre to be established by June 30 of 2020, which will be readily attained.
- iSocial coaching coordinators worked with site leadership teams to explore alternative - and potentially more sustainable - delivery models for practice-based coaching, such as peer-to-peer coaching. At the close of Phase III: Year 4, two site leadership teams are successfully self-coaching with minimal support from external process coaches.
- Built local capacity for practice-based coaching through training and TA for district personnel.

State Action Plan Goal 2: *To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.*

- Local TPOT™ administrators were trained within SSIP districts to support sustainable internal capacity for Pyramid Model implementation.

- Funding and contracts for a wide-swath of trainings were established. During calendar year 2019, 824 people (duplicated count) attended iSocial trainings, of whom 78 were identified as SSIP participants.
- A training calendar for the year was developed and shared broadly. Appendix VIII: 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 in family engagement was provided to local teams.

Engaging School Administrators to Support Integration of the Pyramid Model into School Priorities (Coherent Improvement Strategy 4.1.3).

State Action Plan Goal 1: *To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.*

- During Year 4, one of the SSIP districts (Alton) established a distinct district-level leadership team - separate from the site implementation team - consisting of administration only, for the purpose of embedding iSocial into the district as a whole. Members of this team included the Superintendent, School Principal, and Special Education Director, who worked together to identify and institutionalize the linkages between the work of iSocial and the broader district vision, goals, and improvement plan related to student's social emotional growth and well-being. NH iSocial is closely watching this work to serve as a potential model for supporting other districts pursuing this integration.

Defining Markers of Success (Coherent Improvement Strategy 4.1.4).

State Action Plan Goal 3: *To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.*

- Integrated practice-based coaches into site leadership teams at all iSocial implementation sites.
- Process Coaching Coordinator guided articulation of "non-negotiable" elements of Pyramid Model implementation in early childhood settings.

Aligning Initiatives to Leverage Social-Emotional Impacts (Coherent Improvement Strategy 4.2.1).

State Action Plan Goal 1: *To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.*

State Action Plan Goal 3: *To establish State Level infrastructure that supports successful implementation of iSocial and the Pyramid Model.*

District-Level Administrative Leadership Team

- As noted above under, "**Engaging School Administrators . . .,**" one district established a district-level administrative leadership team to embed iSocial into the district as a whole.

Pyramid Model State Leadership Team

- Installed cross-representation across Pyramid Model and iSocial State Leadership teams, including 619 Coordinator on Executive Committee for Pyramid Model SLT.
- PM and iSocial LT's collaborated to recruit and train an integrated master cadre for training, coaching, and fidelity assessment.
- Aligned evaluation plans and data collection, and potentially data systems.

Quality Recognition and Improvement System (QRIS)

- QRIS currently in redesign with anticipated launch in Fall 2020; design task force convened by DHHS includes key representation from iSocial State Leadership Team.
- Aligning QRIS with the work of iSocial, supporting proposed Social-Emotional Endorsement.
- Key elements of iSocial family engagement activities also reflected in proposed Family Engagement Endorsement.

Preschool Development Grant

- Awarded to NH December 2019, will infuse $8.9 million per year for 3 years.
- Key representatives of iSocial and Pyramid Model SLTs engaged in needs assessment as well as informing grant development.
- Includes positions embedded at DHHS and DOE to support QRIS, Pyramid Model implementation, and Play-based Learning.
- Potential support for expanding iSocial.
- Expansion of Pyramid Model Implementation.
- Subgrants to communities to support locally identified needs aligned with state needs assessment (the data from which is still being compiled but is expected to potentially include Pyramid Model, ASQ-SE, Strengthening Families, Play-based Learning, 40 Developmental Assets, etc.) Grants fall into 4 categories: Needs Assessment, Strategic Planning, Implementation, and Expansion grants. Applicants must be Local Support Hubs, the definition of which includes Community Collaboratives and school districts/LEAs.

Increasing Family Engagement (Coherent Improvement Strategy 4.2.3).

State Action Plan Goal 2: *To establish and implement a training and technical assistance infrastructure that supports successful implementation of iSocial and the Pyramid Model.*

- Throughout Year 3, iSocial trained 71 facilitators statewide for the Positive Solutions for Families (PSF) program. In Year 4, those facilitators have been offering PSF trainings at community sites around the state. In addition, the Family Engagement Specialist contracted by iSocial through NH's Parent Information Center has been sitting in on all iSocial leadership teams to provide ongoing consultation in engaging families at all levels of the iSocial effort.

State Action Plan Goal 3: *To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.*

- Developed resources to promote the Pyramid Model and iSocial system components to a broader public audience. The iSocial State Leadership Team shaped a series of brief (1-4 page)

documents describing the central elements of iSocial infrastructure, for distribution via the iSocial web page and by actors who wish to educate stakeholders about particular aspects of the work in which they are involved. The elements addressed were: Introduction to NH iSocial; iSocial Professional Development; Partnership with Families; Practice-Based Coaching; iSocial Leadership; Fidelity of Pyramid Model Implementation; Data-Based Decision Making; and iSocial Readiness and Sustainability. These documents (attached as Appendix IX) were completed in Fall 2019, well ahead of the April 2020 target date in the SLT Action Plan. In collaboration with the Pyramid Model State Leadership Team, iSocial also produced two "Tip Cards" outlining the Pyramid Model for a broad community audience (attached as Appendix V).

State Action Plan Goal 5: *To support community collaboratives to establish a system and infrastructure to support implementation sites throughout the community.*

The aforementioned presence of the Family Engagement Specialist on all iSocial site leadership teams encourages recruitment and participation of family members on leadership teams.

Accomplishment of intended outputs

The table below maps the activities from the State Action Plan described in the previous section, onto the corresponding outputs from the iSocial Logic Model (Appendix X).

Activities Implemented	Logic Model Outputs Accomplished
Developed Leadership Team Reflection and Planning Tool	Alignment of local leadership team action plans
Recruited/trained NH Pyramid Model master cadre	State establishes cadre of coaches to support Pyramid Model implementation
Delivered 37 iSocial training events	Coordinated training calendar Personnel working with children and/or families trained in Pyramid Model
Integration of Pyramid Model into broader school priorities (Alton district)	Local administrators understand importance of early childhood social-emotional supports and outcomes
Articulating essential elements of Pyramid Model implementation	Promotion of fidelity standards and measures for the Pyramid Model
Alignment with other related initiatives	Alignment of leadership team action plans
Positive Solutions for Families training activities	Personnel working with children and/or families trained in Pyramid Model
Promoted iSocial to broader public audience	Local administrators understand importance of early childhood soc-emot supports and outcomes
Recruited family members to implementation site leadership teams	Local administrators understand importance of early childhood soc-emot supports and outcomes Opportunities for families to be engaged in activities supporting soc-emot development

Stakeholder Involvement in iSocial implementation

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 during Phase III: Year 4.

iSocial State Leadership Team: stakeholders shape State infrastructure

The iSocial State Leadership Team (SLT) is the primary venue for stakeholder involvement in implementation of the SSIP. The SLT includes SPDG stakeholders, overlapping membership with the Pyramid Model Leadership Team, and representation of site-level and Higher Education perspectives. Progress with and evolution of the State Action Plan is discussed with the SLT. Evaluation results are frequently shared and the SLT consulted about evaluation plans and reporting strategies. The SLT, for example, provided consultation from the planning of the brief public-facing documents described on the previous page (and attached as Appendix IX) in Spring of 2019, reviewed and shaped the content in June of 2019, and gave further feedback on final drafts in November. The SLT helped to shape the selection criteria for the Pyramid Model Master Cadre in Fall of 2019. SLT input was instrumental in shifting the structure of iSocial Learning Collaborative meetings, following the February 2019 workshop on the Inquiry Cycle and the Implementation Framework, toward a greater focus on sharing and networking across implementation sites.

iSocial Evaluation Team: Child outcome measures

The iSocial Evaluation Team, described more fully in the **Stakeholder Involvement in the iSocial Evaluation** section, played an important role throughout Year 4 in anticipating challenges to the assessment of child outcomes, and guiding the SLT through the selection and implementation plan for appropriate measures.

Ensuring authentic engagement through family's roles on leadership teams

Families and local leadership teams received training from the iSocial Family Engagement Director in using the Dual Capacity-Building Framework for Family-School Partnerships. Leadership teams were helped to better understand family contributions and roles in leadership teams, as well as strategies for recruiting family participation in leadership teams. After family members participate in team meetings, the Family Engagement Director met to debrief the experience and to coach the participation behaviors that may need more support, such as understanding the 'big picture', ways to 'be heard' in discussions, and their role as active members of the team.

Feedback loops/communication at Site Level between Process & Practice-based Coaches

Practice-Based Coaches joined leadership teams at implementation sites, to offer their perspectives on such matters as who receives coaching, what coaching delivery format is

selected (expert, self, peer-to-peer, group), understanding coaching cycles and needs a practitioner may have (i.e. time for coaching, resources, etc), monitoring implementation and outcomes of PBC, and support data-based decision making.

Practice-Based Coaches and Process Coaches joined September Gerety, a nationally recognized expert in teaching, coaching and professional development to prevent challenging behavior, for a workshop on Jan 31, 2020 addressing:

- How PBCs and Process Coaches work together with leadership teams to determine PBC delivery format and develop professional development and systems necessary to achieve their goals.
- Develop strategies to assist Community Collaboratives in developing options for PBC delivery within their community for sites to then access as needed. (Capacity building)

Building a better communication plan through networks

As explained in the **Description of Implementation Progress**, iSocial has made very intentional efforts to align with related initiatives and key partners, as briefly described below.

Alignment with the Pyramid Model State Leadership Team (PM SLT):

- iSocial partners serve on all four workgroups of the PM SLT: Professional Development Workgroup, Implementation/Demo Sites Workgroup, Communication & PR Workgroup, and Data & Evaluation Workgroup.
- PD Workgroup – Master Cadre development underway. Application developed, scoring rubric developed, application posted and received numerous applicants, applications reviewed and 14 selected to be Master Cadre Candidates, 10-days of training completed late Feb 2020.
- Communication Workgroup developed 2nd tip card for families and updated first card. Also developed Facebook page.
- Implementation/Demo Site Workgroup developing application for new sites and looking for spring 2020 launch of new sites with full implementation in fall 2020.
- Data & Evaluation Workgroup forming action plan of how to move forward with assistance of roadmap shared by DOE.

Preschool Development Grant:

- Collaboration between DOE, DHHS and the University of NH
- $26.8 million, 3-year implementation grant, focused on Birth-5
- Focus areas are: Child Care Quality Rating and Improvement System (WRIS); Community Collaboration; Expanding capacity and support of Family Resource Centers; Play-based Learning; Pyramid Model and Practice-based Coaching
- Grant Coordinator (Sarah Henry) joined iSocial SLT as of March 2020 to support communication, collaboration, alignment

Feedback Loops TA for Leadership Teams

At the Nov 2019 Learning Collaborative, the Process Coach Coordinator provided TA to site leadership teams on importance of feedback loops in context (see Cascade for Implementation below)
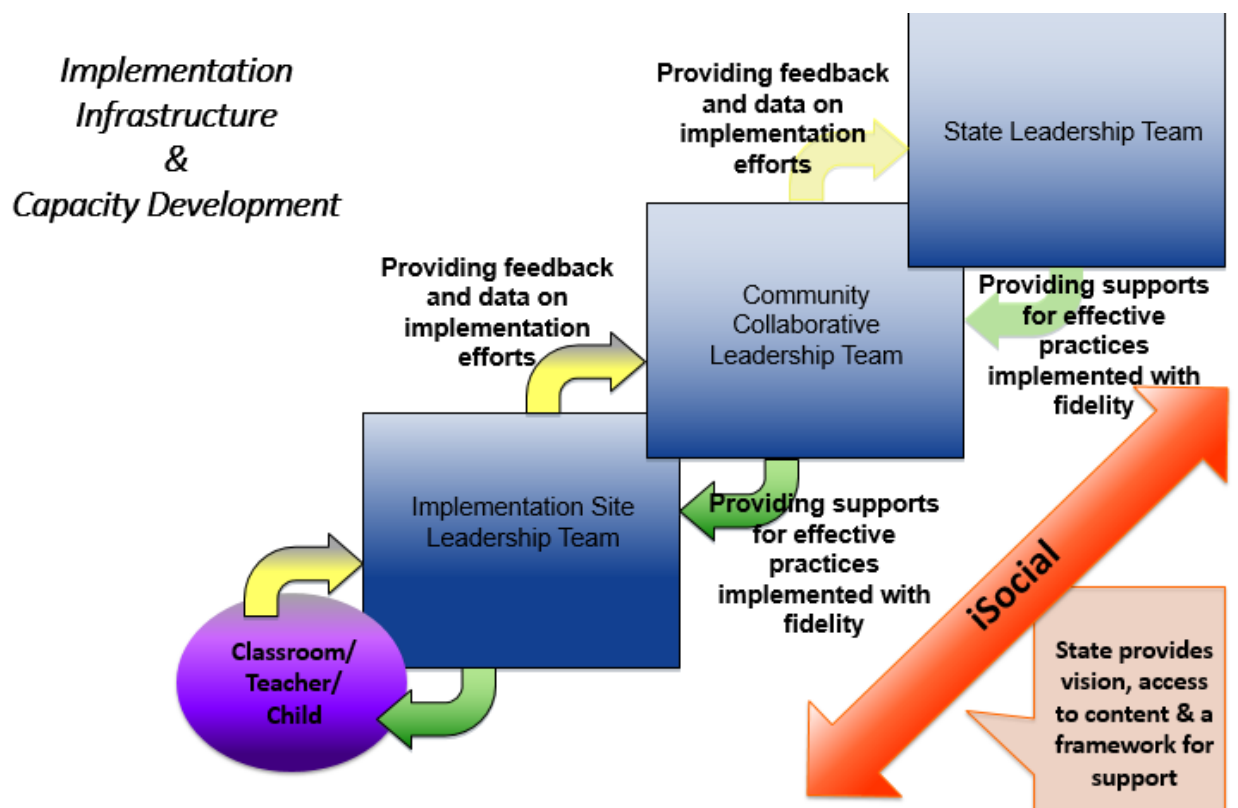
iSocial Process Coaches work with their Leadership to support the cascade at monthly leadership team meetings.

Expanded Core Team Facilitates Feedback Loops

Parent Information Center (Lead for Process Coaches), Vanderbilt University (Lead for Practice-based Coaches), NH DOE SPDG Lead, and SSIP Lead met bi-weekly (or more frequently if needed) to ensure strong feedback loop for coaches and ultimately leadership teams. Information discussed/shared in these meetings was then shared at Process and PBC Cohort meetings to ensure all coaches are on the same page. Topics discussed have included:

- Data System Usage, successes, challenges
- Coach/Coachee Assignments, TPOT/TPITOS scheduling, PBC delivery formats best suited for specific implementation sites
- Planning for Learning Collaboratives
- Discuss Site leadership team challenges and how Expanded Core team can support coaches to support sites (i.e. Troubleshooting turnover challenges and their impact on Site leadership teams)
- Development of Master Cadre to support NH's needs
- Capacity-building within communities and sites

Data on Implementation and Outcomes

Monitoring Effectiveness

During Phase III of iSocial implementation, the Evaluation Team outlined an evaluation framework consisting of the evaluation purpose, logic model, and key evaluation questions (Appendix X) linked to the Theory of Action (TOA; Appendix III). 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 data to analyze progress on the outputs and outcomes identified in the logic model.

Alignment with Theory of Action

Consistent with the sequence outlined in the TOA, the early work of the SSIP lay in creating a foundation of state and local level infrastructure to support practice implementation, and early evaluation efforts focused particularly on leading indicators of that infrastructure. As implementation of the SSIP has progressed, the evaluation focus has shifted to examining the impact of leadership, competency, and organizational infrastructure on teacher practice, family engagement, and ultimately, of course, child outcomes. The accumulation of trend data across four years strengthens opportunities to observe patterns and draw inferences.

Data Sources for Key Measures

The Core Evaluation Team has continued to examine the utility and feasibility of SSIP key measures. Last year we reported commencing refinements in how we monitor Practice-Based Coaching fidelity, how we monitor and support the functioning of local leadership teams, and the measurement of Child-level Outcomes. The status of each of these efforts is described below.

Practice-Based Coaching Fidelity

As indicated last year, this is a new tool developed by the Evaluation Core Team to serve as an indicator of fidelity to Pyramid Model coaching components and the relationship between coach and coachee, from the perspective of the coachee. The instrument begins with a checklist of nine (9) activities (fidelity items) for which the coachee is asked to indicate whether each occurred during the most recent coaching session. Six additional items assess the coachee's perception of support from and connection with the coach (alliance items). This measure is intended to completed by the coachee twice per year (Fall and Spring), based on the most recent coaching session. Thus, it can be considered a "spot check." Baseline data is reported below in the section entitled, **Baseline Data for Key Measures**.

Supporting Leadership Team Action Planning

In previous years, SSIP leadership teams completed a survey designed to assess the team's functioning and degree of focus on key sustainability factors. Experience with the tool and input from process coaches led us to redesign it to incorporate prompting questions for discussion, as well as additional guidance for how the tool is to be utilized. The intent is that the tool serve to guide action planning for both State-level and Site-level leadership teams. The organizing model

is informed by the Early Childhood Technical Assistance Center's Systems Framework (cf. http://ectacenter.org/sysframe/), and aligns with the iSocial Action Plan elements and Program-Wide Benchmarks of Quality instrument. The components of the *Leadership Team Reflection and Planning Tool are* 1) Leadership and Coordination; 2) Stakeholder Engagement; 3) Professional Development and Capacity Building; 4) Access to and Use of Data; 5) Adoption and support for Quality Practices; and 6) Reflecting on Successes and Challenges. In each of these domains, we offer a menu of discussion prompts from which the leadership team is invited to select the most relevant to their current action planning challenges. Each section concludes with a few survey questions that the team is asked to answer together, submitting their consensual answer through an online portal. The redesign of this instrument has been completed at the time of this report (see Appendix VII), and will be administered in late Spring, 2020.

Child-level outcome data

In last year's SSIP APR, we described the adaptation of iSocial's child-level outcome measures, resulting partly from iSocial's expansion into community-based early childhood programs serving children ages birth through five. As indicated in the Year 3 APR, a stakeholder input process converged on a cluster of three data sources which will support a deeper understanding of child-level impacts: Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2), Pyramid Model Behavior Incident Report (BIR), and the Desired Results Developmental Profile© (DRDP). Adoption of the ASQ®:SE-2 and BIR are underway, with training in the use of the BIR scheduled for Spring of 2020. Work continues with the DRDP to ensure system capacity to support implementation of the tool across the variety of program structures engaged in implementing iSocial.

The ASQ®:SE-2 is a screening tool completed by parents which 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. Although optional under iSocial, many programs already implement the ASQ®:SE-2 and the DOE will be partnering with Watch Me Grow, a state initiative out of the Department of Health and Human Services, to expand implementation of the tool through increased training opportunities, targeted TA, data sharing agreements, and other supports.

The BIR is completed by the practitioner to document any child behaviors which are not considered to be developmentally normative or are a cause of concern for the practitioner. The data collected includes contextual information, allowing practitioners and programs to identify patterns which can then inform any needed supports, professional development, or changes in practice, environment, or program structure. The iSocial Evaluation Coordinator, Pyramid Model Consortium, and Race2K (the iSocial lead for process coaches) are in the process of finalizing a roll-out plan which provides opportunities for stakeholder voice; supports to assist programs in building capacity for implementation; a flexible timeline to accommodate varying levels of readiness; as well as targeted training and TA for leadership teams, data coordinators, practitioners, and process and practice-based coaches. Roll out is targeted to begin late Spring 2020 with informational sessions and training for local leadership teams.

The 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. During Year 4 of Phase III, the iSocial Evaluation Coordinator worked closely with the California Department of Education, with the support of the Pyramid Model Consortium, to consider and address potential challenges regarding implementation and data collection. Based on these conversations, it is anticipated that NH will outline and begin initial implementation of a roll out plan over the next year, starting with building state-based capacity for training and implementation support.

These three data sources 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. Using the BIR and DRDP© over time will provide practitioners the ability to monitor individual child responses to interventions, and program-level stakeholders the opportunity to monitor patterns that point to the impact of program-level implementation.

Baseline Data for Key Measures

As outlined in the Analysis Framework (Appendix XI: iSocial Evaluation Analysis Framework), the two focal components of iSocial implementation are infrastructure development, and high-fidelity implementation of Pyramid Model practices. The table below indicates where baseline data has been previously reported for key measures in each of these two focal components, and the two key measures (**in bold**) for which baseline data will be newly reported in the section that follows.

iSocial focal Component	Key Measure	Baseline data reporting year
Infrastructure	Stages of Implementation Checklist	Phase III, Yr 2
Infrastructure	Local Action Plans	Phase III, Yr 2
Infrastructure	Data Use Survey	Phase III, Yr 2
Pyramid Model Practice	Family Engagement Survey	Phase III, Yr 2
Pyramid Model Practice	**Program-Wide Benchmarks of Quality**	Phase III, Yrs 2 and 4
Pyramid Model Practice	Teaching Pyramid Observation Tool (TPOT)	Phase III, Yrs 2 and 3
Pyramid Model Practice	**Practice-Based Coaching Fidelity**	Phase III, Yr 4

Infrastructure

Baseline data for all key infrastructure measures were established during the first two years of Phase III, and are described in the Year 2 report, pages 16-18.

Pyramid Model Practices

Baseline data for the Family Engagement Survey and Program-Wide Benchmarks of Quality (BOQ) were first reported in Year 2. In 2017, the National Center for Pyramid Model Innovation (NCPMI) released an updated version of the Program-wide BOQ. NH adopted and implemented this revised version in Fall 2019. This new version of the tool is sufficiently different that the scores are not directly comparable to the prior BOQ. Data presented in this report is based on the revised Program-wide BOQ (2017) as it represents a baseline for the new instrument, even though the reporting sites were in their fourth year of implementation at the time of data collection. Similarly, data for the new Practice-Based Coaching Fidelity instrument follows.

Benchmarks of Quality (2017 version)

The Early Childhood Program-Wide Pyramid Model Benchmarks of Quality was designed to help programs evaluate their progress toward implementing the Teaching Pyramid Model with fidelity program-wide. The chart below shows baseline BOQ scores from the four SSIP sites who completed the BOQ in Fall of 2019. All four of these sites were members of the 2016 cohort, and so have had substantial time to achieve these benchmarks, which is reflected in most being rated as at least "Partially in place." The stark exception is Staff buy-in, which ranged from 0 (not in place) to 1 (partially in place) across these sites, and suggests an area of focus as these sites seek to transition toward sustainable implementation following their participation in SSIP.

Site-level Benchmark of Quality 2.0 shows Staff Buy-in is an area for improvement in 2019
N = 4; all were sites from the original 2016 cohort
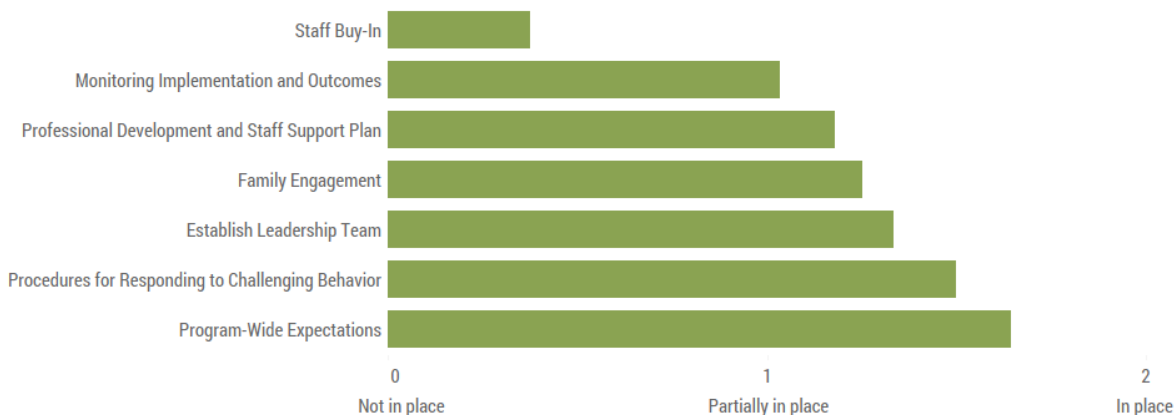
Practice-Based Coaching Fidelity

This instrument begins with a checklist of nine (9) activities for which the coachee is asked to indicate whether each occurred during the most recent coaching session (fidelity items). Six additional items assess the coachee's perception of support from and alignment with the coach (alliance items). The figure below illustrates the percentage of respondents selecting each response option for the nine fidelity items and the six alliance items, as well as an average across all items in each of these two sections. With 11 respondents rating more than 92% of fidelity items as having been present in the previous coaching session, and more than 96%

"strongly agree" responses to the alliance items, this instrument suggests strong fidelity to Pyramid Model on the part of practice-based coaches at the six SSIP sites who elected to participate in this aspect of data collection in Spring of 2019.

Indicators of fidelity to Pyramid Model
N = 11 responses across 6 sites

Coaching elements present in most recent session

Practitioner alliance with coach
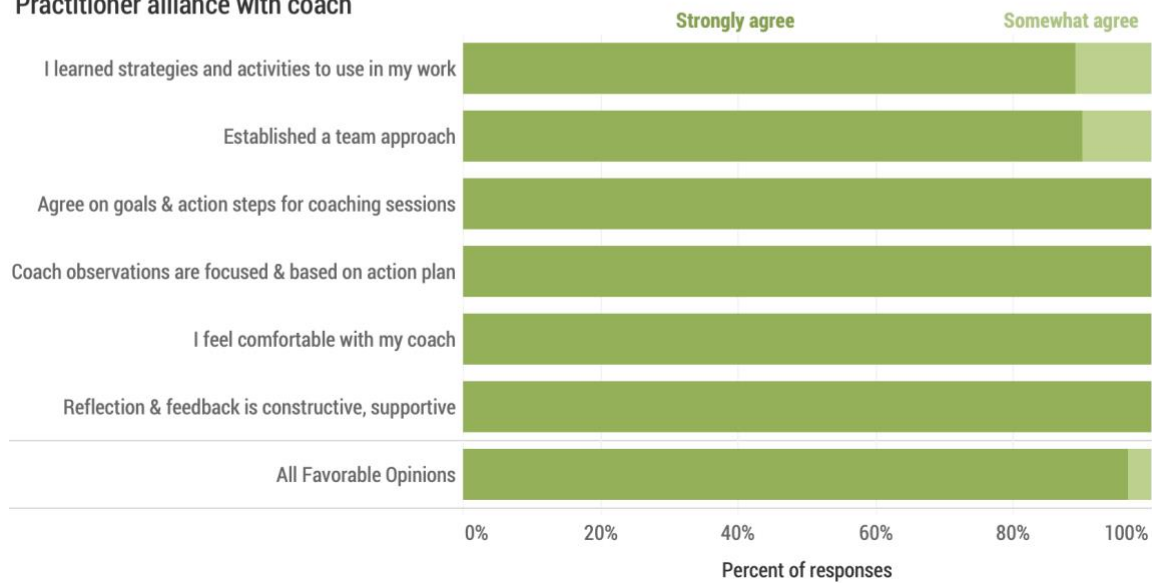
Data Collection Procedures and Timelines

Data collection has been 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 yearly analysis and reflection processes to spur continued improvement 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 a comprehensive Data Collection Calendar (Appendix XII), which provides clear timelines for data collection and reporting as well as outlines who is responsible for each data element. The Evaluation Team also developed an accompanying State-level Data Review Calendar (Appendix XIII). These calendars were used by the state and local teams to ensure that data was timely and could be used to support ongoing progress monitoring and data-based decision making at each level. Adaptations of the data collection process described in our Phase III: Year 3 report (pp. 19-20) were implemented for Coaching Logs, Family Engagement Surveys, and the introduction of the Practice-Based Coaching Fidelity tool. Due to its incorporation into the revised Leadership Team Reflection and Planning Tool, scheduled for administration in Spring, 2020, iSocial's Data Use Survey was not administered in Fall 2019.

Additional data collection tools have been incorporated into the evaluation to support the expansion of iSocial 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

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 4 of SSIP implementation, the iSocial data system underwent further 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.

Continued Expansion of the iSocial Data System

As iSocial has expanded from public preschool with the SSIP into community-based early childhood environments serving children ages birth through five with the SPDG, the iSocial data system has evolved to accommodate a more diverse community of users. New system roles (permissions), data collection tools, and reporting filters were developed. 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. During this data system expansion effort, NH was challenged by a three-month vacancy in the developer position supporting the iSocial data system. This critical work resumed in March 2020.

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 Coach Coordinator role is currently being tested to validate access and permissions to ensure vendors responsible for coaches will be able 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 Coach Coordinators. The Coach Coordinator role described in the previous paragraph facilitates this ongoing review and follows up based on any noted data discrepancies.

Data Use and Data-based Decision Making

While the expanding iSocial data system provided all iSocial participants the ability to view and manage data relevant to their role, experience and feedback throughout NH's scale-up effort has continued to emphasize the need to support effective analysis, interpretation, and use of the data to make program decisions. Community-based (non-district) early childhood implementation sites enrolled through the SPDG introduced greater variation in data sophistication, further elevating the importance of support for data use.

In our Year 3 report, we described the introduction of the Data Inquiry Cycle during a February 2019 meeting of the iSocial Learning Collaborative, at which all Site leadership teams were represented. Based on feedback from local teams and Data Coordinators, Fall 2019 incorporated two key trainings that provided the foundation for the year's focus on supporting team's capacity to understand and use data within iSocial - an iSocial Evaluation Overview, and iSocial Data Coordinators, a presentation exploring the role and function of Data Coordinators on leadership teams. Both presentations were offered in an interactive webinar format, which was archived and made available through the iSocial online sharing site.

These offerings were followed with the Fall Learning Collaborative where Collaborative and Site leadership teams were able to apply the Data Inquiry Cycle to site-level data and bring together their Data Coordinators for a role-alike discussion to launch a Data Coordinator Cohort that would persist throughout the year. The Data Coordinator Cohort was established to provide a

networking and collaborative learning environment in which coordinators could explore their unique role within their various organizational and team structures. The Cohort proposed to meet four times per year, facilitated by the iSocial Evaluation Coordinator, and focus on developing a deeper understanding of the iSocial data collection tools, the resulting data, and how it all connected. Like the Evaluation Overview, the Data Coordinator Cohort meetings were offered as interactive webinars to reduce barriers to attendance and enable asynchronous access to the recording for those who could not participate in real time.

Progress and Modifications to the SSIP
Review of key data regarding progress

During Phase III: Year 4, the State Leadership Team focused particular attention on data related to 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 Evaluation Team meetings as well as with the State Leadership Team during scheduled meetings throughout the year. Data reviewed included the Program-Wide Benchmarks of Quality, Stages of Implementation Checklists, and TPOT™ scores. The State Leadership Team's goal was to answer two key questions from the Analysis Plan (Appendix XI: iSocial Analysis Framework):

- To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?
- How will sufficient training, coaching, and TA be sustained?

As an example of data review informing State Leadership Team (SLT) planning for sustainability, TPOT™ results from Fall 2019 revealed a reversal of multiple years of escalating fidelity to Pyramid Model practices at the classroom level (see detailed description in **Changes to Baseline Data**, below). Specifically, practitioners from three of the four SSIP districts continuing to contribute TPOT™ data demonstrated a rebound in "red flag" practices from the previous TPOT™ administration. The Fall 2019 TPOT™ data represents only about half the sample from a year earlier, so the SLT first examined whether the fidelity pattern over time differed for this subsample compared with the sites that ceased administering the TPOT™ after Spring 2019 (the answer was no). The SLT then generated several hypotheses concerning these threats to fidelity, and asked three SLT members most directly involved in supervising practice-based coaching to explore these hypotheses and report back at the next SLT meeting, which follows the timeframe of this report.

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 4 implementation, the Core and Expanded Evaluation

Teams continued to focus 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 Stages of Implementation Checklist, Community and Program-wide BOQs, as well as direct conversations with iSocial leadership team members and participants at state-wide iSocial Collaborative Meetings (focused on the Data Inquiry Cycle in February 2019, engaging participants in interpreting annual report data in May 2019, and the implementation cascade in November 2019). 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?
- How are fidelity data used?
- What is in place to sustain use of data to support decision making and quality improvement?

As a result of this analysis, the Core Evaluation Team revised its TA plan and launched the Data Coordinator Cohort. Additional information regarding the Data Coordinator Cohort can be found in Section C1.f under **Data Use and Data-based Decision Making**.

Scale-Up and Expansion

Concluding 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, the Benchmarks of Quality, and the submission of a sustainability plan in Spring 2019. Through this review, the State Leadership Team sought to answer the following key questions identified in the Analysis Plan (Appendix XI: iSocial Evaluation Analysis Framework).

- 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?

As a result of this review, the Core Team identified two areas of focus for Phase III: Year 4: 1) support local capacity to assume Process Coach functions and 2) devise strategies and opportunities for Process and Practice-based Coaches to collaborate in supporting leadership teams with understanding and making decisions regarding the create of local Practice-based Coaching infrastructure. More information regarding the involvement of Process and Practice-Based Coaches in iSocial leadership teams can be found in the **Implementing Planned Activities with Fidelity** and **Stakeholder Involvement in iSocial Implementation** sections of this report.

Sustainability

A key focus for the state during Phase III: Year 4 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 Evaluation 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 4 of implementation, sustainability itself could not be directly measured, the State Leadership Team turned to the "Sustainability White Paper" put out by the Iowa Department of Education in July 2015 (Appendix XIV: 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 Meeting Logs, and process coach feedback loops for evidence of these indicators. As a result of this analysis, the iSocial Core Team worked with the Process Coach Coordinator to identify and implement strategies to strengthen capacity of leadership teams to maintain implementation and fidelity through administrative turnover, including providing two teams intensive TA to reconstruct their team structure and operationalize administrative buy-in. Additionally, the External Evaluator revised the Leadership Team Survey, now *Leadership Team Reflection and Planning Tool*, to better assess these predictive factors and provide a clearer glimpse into overall sustainability. The evolution of the *Leadership Team Reflection and Planning Tool* is described above under the title, **Supporting Leadership Team Action Planning**.

Changes to Baseline Data

Infrastructure

Stages of Implementation Checklist

NH's iSocial Core Team has now completed the Stages of Implementation Checklist (SIC) on three occasions, with a baseline in July 2017 and follow-up assessments in December of 2018 and October of 2019. To complete the SIC, raters review descriptors considered indicative of escalating phases of implementation: Exploration (26 indicators), Installation (45 Indicators), Initial Implementation (17 indicators), and Full Implementation (21 indicators). Each indicator is rated as either "In Place," "Partially in Place," or "Not in Place." In the area map graphics below, the vertical axis represents the proportion of indicators achieving each rating. The upper portion of the graph shows the indicators rated as "In Place," the middle band of the graph represents

the proportion rated as "Partially in Place," and the lower band shows the proportion rated "Not in Place." The horizontal axis shows the progression of these proportions across the three administrations of the tool. Aggregated across all 109 indicators (the graph labeled, "Overall," on the far left in the panel below), the "In Place" band expanded from 40% in 2017 to 47% in 2019. The greatest migration of indicator ratings over time, however, is reflected in the areas of the graph allocated to "Not in Place" (decreasing from 29% in 2017 to 6% in 2019) and "Partially in Place" (expanding from 30% in 2017 to 48% in 2019). When the indicators are segregated by implementation phase (the remaining four charts), 96% of Exploration tasks, 53% of Installation tasks, 12% of Initial Implementation tasks, and 0% of Full Implementation tasks are rated as "Fully in Place" in 2019. The vast majority of the remaining tasks in all phases are rated as "Partially in Place" in 2019.

Stages of Implementation Checklist Data
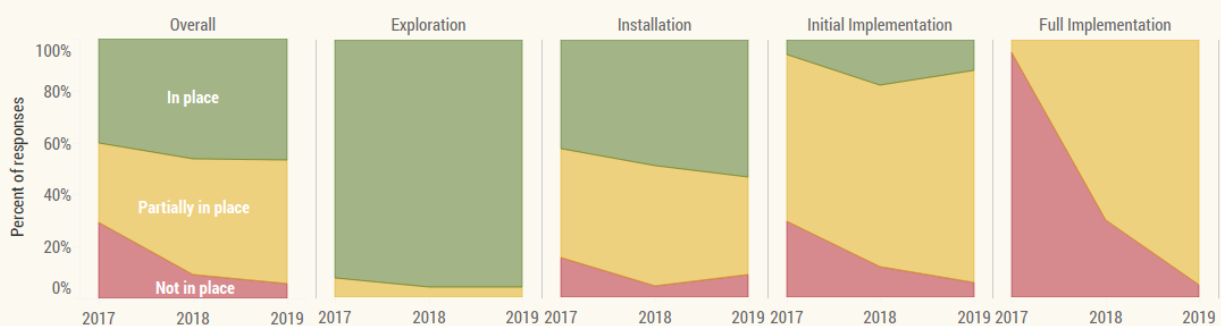
Action Plans

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 4 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; Leadership and Policy; Data and Evaluation; and Quality Practices. As is evident in the figure below, representation of those clusters across targeted activities has been roughly in the order listed above.

Finer grained examination of activities within clusters reinforces the pattern described above for the Stages of Implementation Checklist, of evolution from installation to implementation. For example, in the earliest years of iSocial, Professional Development and Guidance activities were exclusively focused on developing coaching capacity, whereas that focus has evolved in Year 4 toward disseminating a broader array of skills to a growing audience of practitioners and families (that is, to scaling up). Similarly, whereas early Leadership and Policy efforts were dominated by on-boarding new sites, the most recent focus of attention has been how to transfer leadership of iSocial to the Pyramid Model Leadership Team, consistent with the long-term commitment to the Pyramid Model as the organizing framework for NH's iSocial efforts. Data and Evaluation activities have shifted from installing a functioning data system toward expanding the array of data collected and the capacity of local sites to utilize that system for

decision making and planning. Quality Practices continued to focus on structures to support fidelity to the Pyramid Model (quality of coaching and TPOT™ observations).

State Team's 2019 action plan focuses on professional, leadership, and policy development
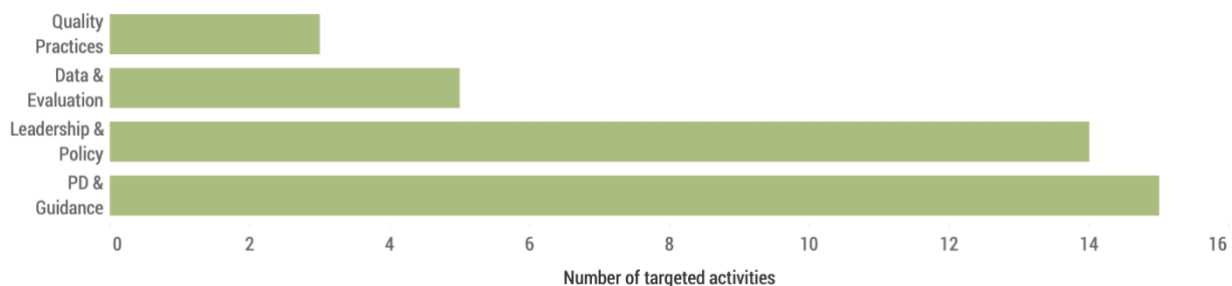
Local implementation site Action Plans have a similar organization to the State-level plan. The figure below displays the distribution and progress of action plan activities over the course of the SSIP. In the upper chart, the sparklines in the center show the number of activities specified in each time 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. As has been the case since baseline data was collected in 2016-17, local plans have been almost exclusively focused on the "Professional development, technical assistance, and guidance" cluster. Goals during the current reporting period included continued training in the Pyramid Model for practitioners and families, establishing professional learning communities to sustain high fidelity implementation of the Pyramid Model, elevating use of data in local planning and communication, and other sustainability-focused practice innovations.

The lower portion of the figure 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. The aggregate number of planned activities diminished markedly in Year 4, both within teams as SSIP sites tapered their activities, and also because 4 of 8 sites were no longer reporting action planning data by Fall 2019.

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

Action	Activities per reporting period	Fall 2019
Fiscal	2	
Quality Standards	3 — 3	
Data & Evaluation	1 — 1	
Governance	2 — 1	
PD, TA, & Guidance	82 — 21	

S17 F17 S18 F18 S19 F19   0 2 4 6 8 10 12 14 16 18 20 22
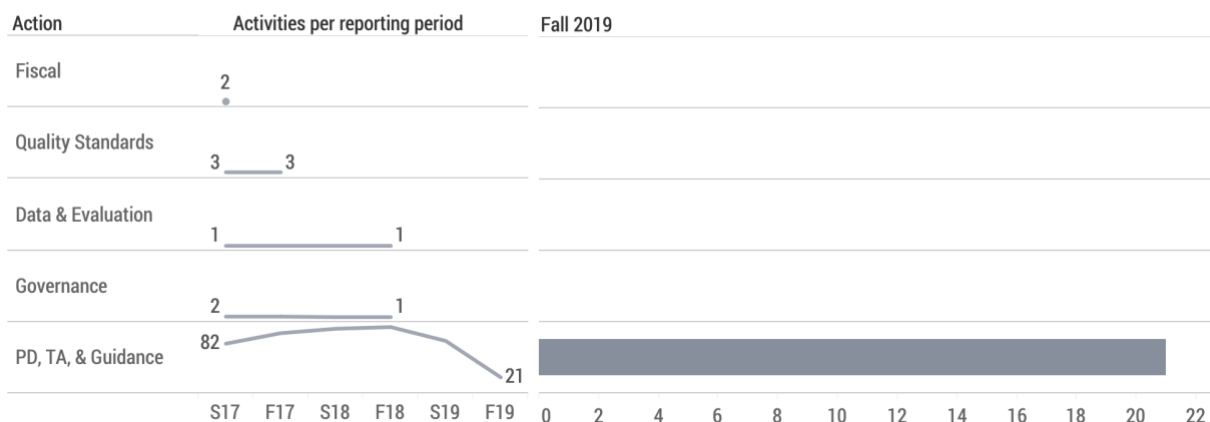
Most site leadership team actions are progressing as expected; actions planned taper with SSIP membership

Progressing slower than expected || **Progressing as Expected** || **Progressing more quickly than expected**

S17
F17
S18
F18
S19
F19

0   5   10   15   20   25   30   35   40   45   50   55   60   65   70   75

Number of action steps
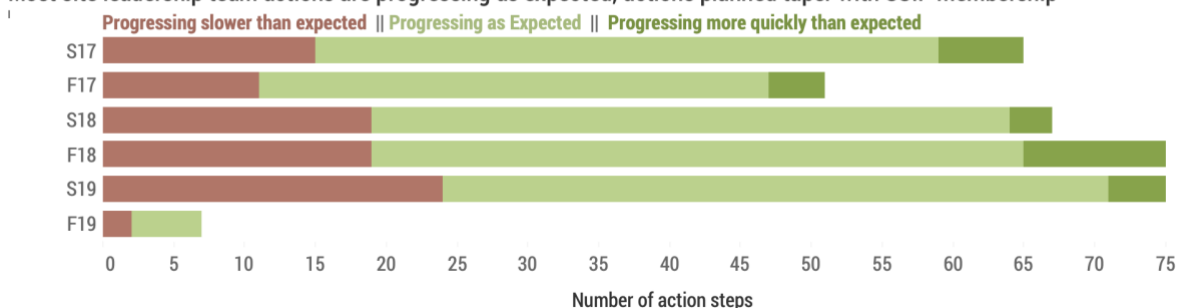
Evidence-based Practice/Pyramid Model Implementation

Benchmarks of Quality

The Ben*chmarks of Quality for Pyramid Model Practices* is a key program-level fidelity measure for NH iSocial. The introduction of a substantially re-designed version of the instrument during the current reporting period rendered the results discontinuous from previous years, precluding a direct comparison over time of BOQ scores. Because version 2 of this instrument is, to some extent, a new measure, we reported the results for the redesigned BOQ v.2 in the section entitled, **Baseline Data for Key Measures**.

While direct score comparisons between current and previous versions of the BOQ cannot be made, we can legitimately interpret overall trends in progress toward implementation. Across the three years of BOQ data through Year 3, we saw steady progress to a fairly uniform rating nearing "Fully in Place" across all BOQ dimensions for the 8 SSIP sites reporting in 2018 (see Year 3 APR). For the four SSIP sites contributing data on the new BOQ measure in 2019, ratings of most dimensions remained above "Partially in Place." The stark exception was the Staff Buy-in dimension, which ranged from 0 (not in place) to 1 (partially in place) across these sites, indicating an important area of focus as these sites seek to attain sustainable implementation following their participation in the SSIP.

TPOT™

The Teaching Pyramid Observation Tool (TPOT™), completed in Fall and Spring for practitioners each year, is iSocial's primary measure of fidelity at the practitioner level. The figure below depicts progress over time for the three NH cohorts who have accrued multiple TPOT™ scores at the time of this report (it shows a single data point - Fall 2019 only - for the most recent cohort). The upper panel shows the percentage of observed practitioners meeting the combined fidelity threshold (scoring above 80% *and* no "red flag" practices) at each rating occasion. The six practitioners in the 2016 cohort began at 0% and reached 100% two years later, before dropping back to 67% between Spring and Fall of 2019. The Fall 2017 cohort began at 5%, escalated to a high of 73% in Spring 2019, then dropped to 63% by Fall 2019. Following a similar pattern, the 2018 cohort began at 5%, rose to 58% by the end of that school year, then dropped to 38% by Fall of the same calendar year. The lower half of the graphic teases out the two components of the overall fidelity score, revealing that average TPOT™ scores achieved a nearly continuous trend of improvement over time, but disqualifying "red flag" practices rebounded from lows ranging from 0-26% across cohorts in Spring 2019, to 25-50% in Fall of 2019.

It is important to note that sample sizes at various points in this graphic are not consistent, but instead represent trends for the "surviving" practitioners in each cohort, as the samples attrit due to tapering participation in the SSIP. The overall sample of TPOT™ scores across cohorts shrank from a high of 38 in Fall 2018, to 18 in Fall 2019. To examine whether the surviving 2019 sample differed systematically from the full 2018 sample, fidelity score trajectories were plotted separately for the surviving and attritted samples; no differences in level or trend through Fall 2018 were observed. The State Leadership Team is currently pursuing an exploration of the causes for the observed decline in fidelity in Fall 2019. Hypotheses being explored include an acceleration in children entering these settings with high needs as a result of NH's well documented opioid crisis.

Fidelity increases through Spring 2019; drops in Fall

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

| | F16 | S17 | F17 | S18 | F18 | S19 | F19 |

67%
63%
33%
0%
5%
5%
0%
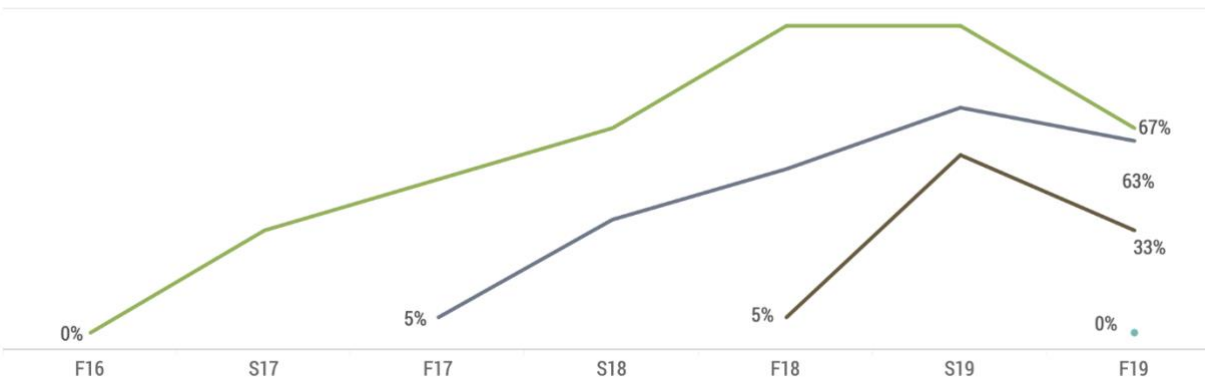
Average TPOT score improves between and within cohort

95%
88%
81%
74%
67%
60%
55%

| F16 | S17 | F17 | S18 | F18 | S19 | F19 |
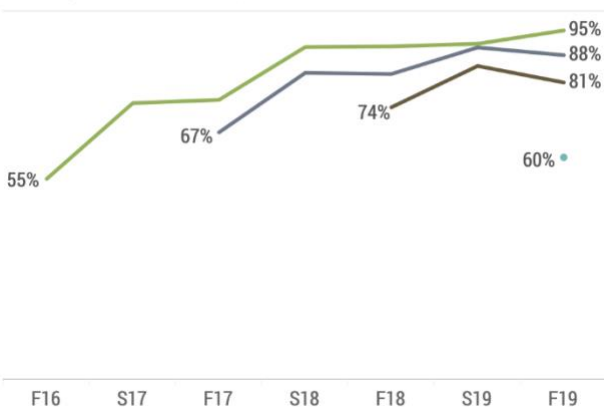
Percent of practitioners with 1+ red flags on the TPOT

100%
100%
65%
60%
50%
33%
25%

| F16 | S17 | F17 | S18 | F18 | S19 | F19 |
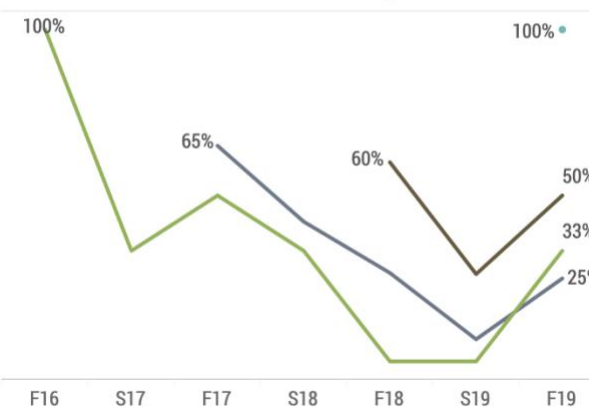
Family Engagement

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 is 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 is completed each 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.

The chart below shows the results of the Family Engagement Survey at baseline in Spring 2017 and the most recent administration in Spring 2019. Sample sizes are provided for each year, and represent an estimated 25% response rate based on reports of class sizes from each year, and assuming that the survey invitation was distributed to a distinct caregiver for each child. The wider bars in the figure represent baseline data, while the narrower, darker bars show the most recent (2019) results for the same survey items. The vertical lines represent the benchmark

target for average degree of agreement (a 4 or "Agree" response). These data show little variability either across items, or across program years, with average scores meeting or exceeding the benchmark across the board; caregiver perception of Family Engagement appears to be an area of strength for iSocial practitioners.

Families feel engaged by practitioners

Connecting with Families   2016-17 (n=66) || 2018-19 (n=236)

Supporting family use of Pyramid Model   2016-17 (n=66) || 2018-19 (n=236)
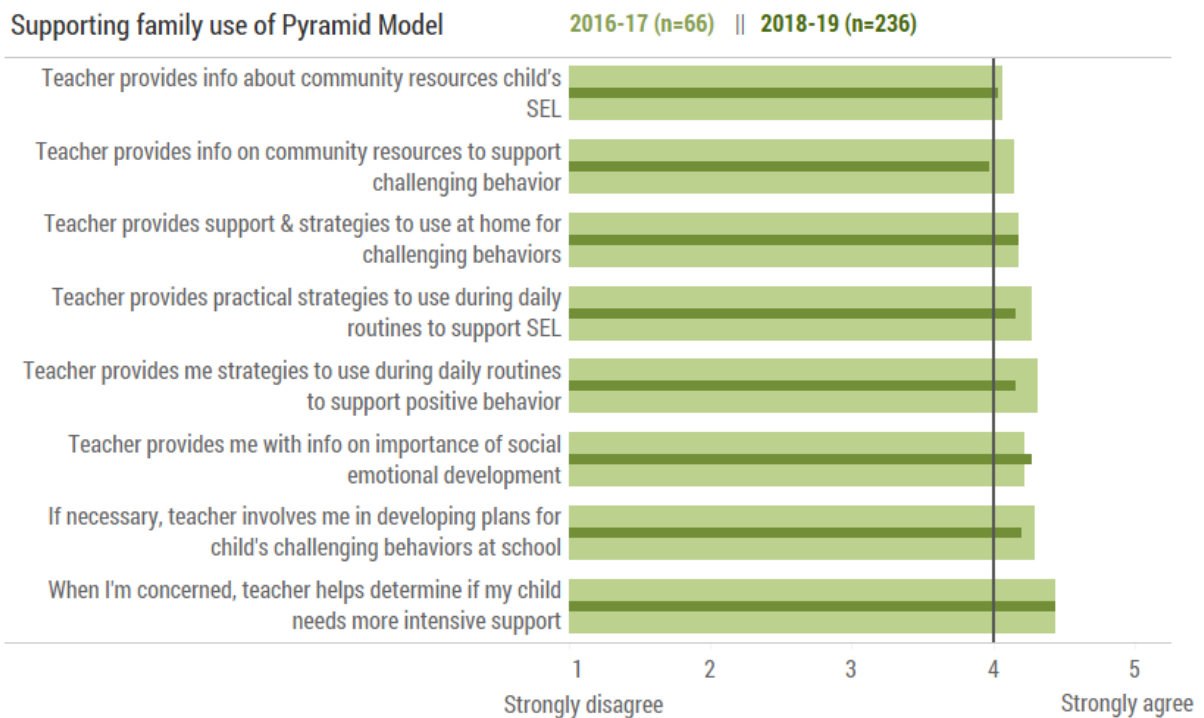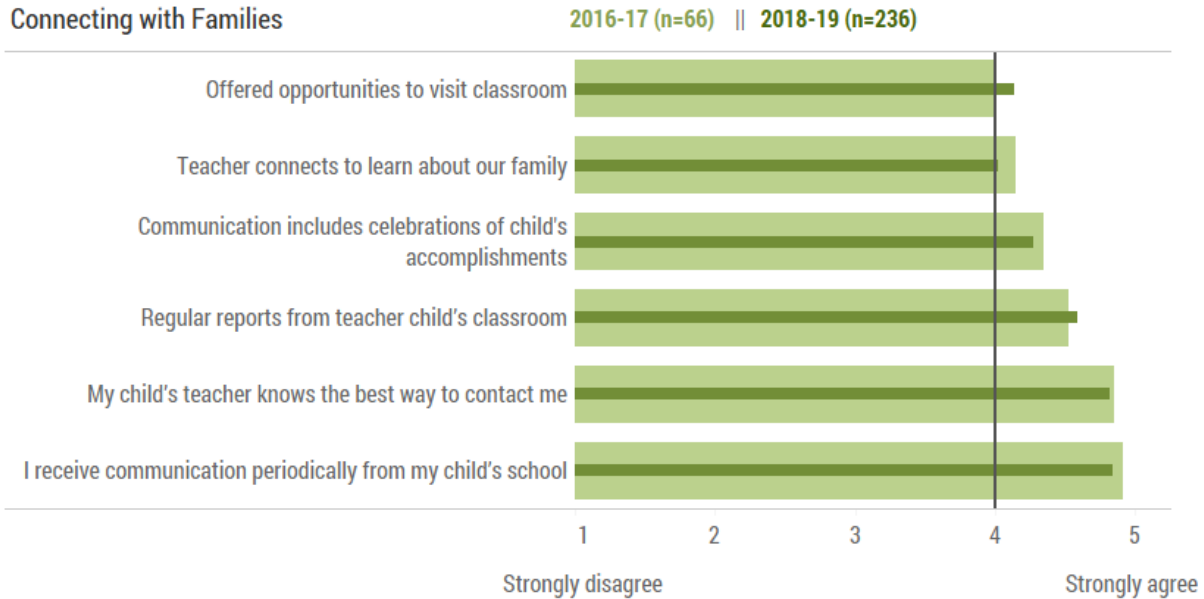
The TPOT™ ratings by practice coaches (just two broad ratings of "Connecting with Families" and "Supporting Family Use of the Pyramid Model" for the TPOT, whereas the Family Engagement Survey decomposes each of those into multiple indicators) show much more evolution over time than the Family Engagement Survey. They also show substantially more variability across implementation sites than the survey data. The figure below illustrates these sources of variability. In this graphic, the leftmost column indicates which implementation site contributed each row of data (sites were 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 implementation sites joined across multiple years, the period of time between "Baseline" and "Latest" rating ranges from two full school years (4 TPOT™ administrations) to three-plus school years (7 TPOT™ administrations); a variation in duration 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% fidelity at baseline for Connecting with Families, and an even wider range (5% - 70%) for Supporting Family use of the Pyramid Model. Two to three years later, fidelity scores had improved to the 72%-100% range for Connecting with Families, and the 57%-95% range for Supporting family use of the Pyramid Model. The vast majority of sites show substantial improvement over as little as 1-2 years, and continue to do so with accruing experience.

TPOT shows improved connection with family and use of Pyramid Model

Connecting with families
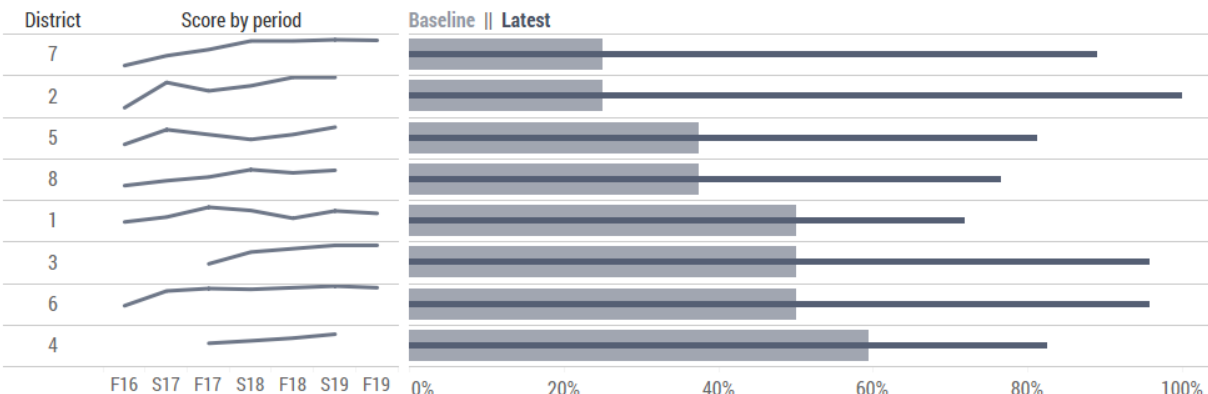
Supporting family use of Pyramid Model
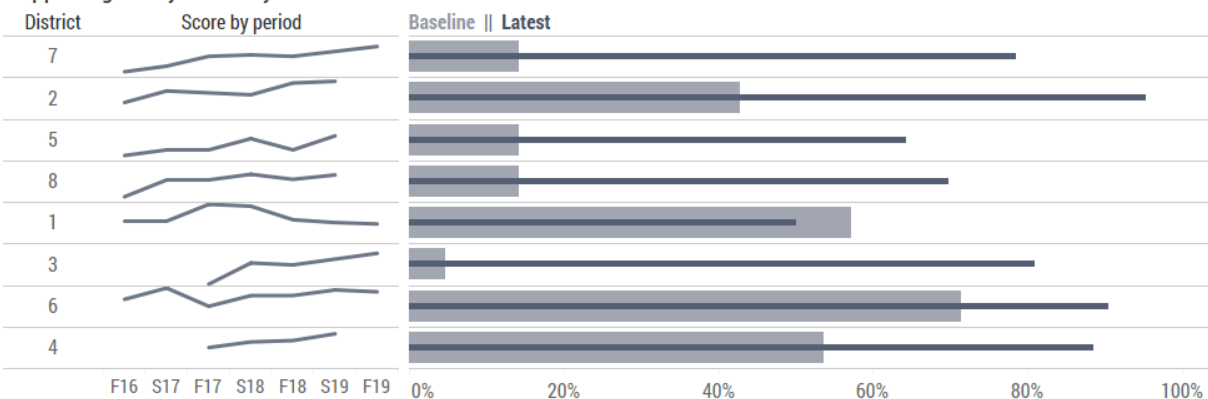
Data to Support Changes to Implementation, Improvement Strategies, and Next Steps

Throughout Phase III: Year 4, the imminent tapering of state supports provided through the SSIP contributed to an awareness for all stakeholders that verdicts on sustainability could not be deferred, but were being rendered with every increment of data collection. The State has been refining its discernment of sustainability indicators, beginning as early in the implementation cycle as assessment of applicant readiness for selection as an implementation site. Another discernment process was required when the State needed to decide which sites demonstrated a need for additional support to sustain fidelity implementation beyond the original timeline for the SSIP, which was based on the completion of the State Performance Plan at the end of FFY18. Monitoring progress during FFY19 has continued to deliver evidence relevant to sustainability and predictors thereof. Some of the evidence that has most informed iSocial implementation strategies has revolved around professional development and technical assistance, state-level supports for coaching functions, and continued refinements to the iSocial data system.

Professional Development & TA

Reflecting the expansion of iSocial through the SPDG, Year 4 predictably saw an expansion of trainings in the Pyramid Model, but it also included professional development opportunities shaped by the State's growing sophistication around supporting implementation and sustainability.

Feedback loops informed the State Leadership Team of growing interest among iSocial sites in Peer-to-Peer Coaching as they anticipated access to external coaches becoming a sustainability challenge; iSocial offered trainings in Peer-to-Peer Coaching in Spring of 2019 and also in the following Summer. In addition, when programs sought additional support to implement Prevent-Teach-Reinforce for Young Children, additional trainings were provided (and well attended) in the early Fall of 2018 and 2019. 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 Professional Learning Communities, which provided intensive support to participating programs, while also developing a replicable model for continued implementation and sustainability.

State-level Systems

Phase III: Year 4 continued to expand process and practice-based coaching, all while preparing SSIP sites to plan for how they were going to sustain coaching as State support tapered after Year 4. Based on 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 State provided monthly cohort meetings and professional learning community meetings via ZOOM to support all coaches.

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. During Year 4, coordination of coaching shifted to NH-based contractors, who amplified feedback loops and helped to identify strategies to address the gaps surfaced. These strategies may have included individual reflection and/or strategies or additional training, support and coaching.

Data System

Data and feedback from coaching during the first three years of Phase III alerted the State Leadership Team to a need for additional data to monitor and support fidelity implementation of the model. As a result, the Core Evaluation Team introduced a new *Practice-Based Coaching Fidelity Tool* in the Spring of 2019, the results of which were reported in the **Baseline Data** section of this report. The Core Evaluation Team also worked with the Coach Coordinators to strengthen and refine the Coaching Log templates to more accurately reflect the elements of coaching. Finally, responding to the need for the Coaching Coordinators to have better access to the data in order to provide oversight of coaching activities, 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 was released in late Spring 2019.

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 4 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 4 implementation included revisions to the Leadership Team Survey/Reflection and Planning Tool, and determining the focus for this year's iSocial report for a public audience.

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 (Behavioral Health Improvement Institute at Keene State College), 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.

Data Quality Issues

The table below presents data limitations that affected reporting progress with implementing the SSIP and assessing impacts on the SIMR.

Data Concerns	Implications for Assessing Progress	Plans for Improving Quality
Leadership Team and Data Use Surveys Evolution of these instruments (described in **Section B: Building Capacity for Data Use**) has resulted in gaps in continuity of data. Data Use Survey last administered late in 2018, before being incorporated into the Leadership Team Reflection and Planning Tool scheduled for administration a year and a half later.	Evolving data formats preclude direct comparison of the same data elements over time. While we are able to examine multiple other indicators of data capacity, the story of how leadership teams *use* their data is more complex than if the indicators had not varied over time.	As described in **Section B: Building Capacity for Data Use**, improvements to the Leadership Team Reflection and Planning Tool were completed in January of 2020, and will be administered in late Spring, 2020.
Coaching Log Time Estimates Time allocation to various preparation and active coaching activities in coaching logs has been a crude estimate, derived post hoc by evenly distributing the time for any log entry across all activities indicated as taking place during that occasion.	Has the potential to conflate the frequency of activities appearing in coaching logs, with the actual amount of time dedicated to those activities. Can be most confident about how often activities show up in logs, but not how much time they take.	Redesigned Coaching Log, scheduled for release Summer 2020, asks for estimates of proportion of logged occasion devoted to each listed activity.
Child outcome measure: SIMR Nearly all states using the Teaching Strategies Gold online system for generating OSEP reports have seen declines in Summary Statements that are inconsistent with any changes in state infrastructure or improvement activities. Teaching Strategies has acknowledged persistent challenges with their OSEP reporting algorithms following a conversion in Aug 2017 to include items up to third grade.	NH's analysis suggests that the TS Gold algorithm is underestimating performance on Outcome C, and questions remain about Outcomes A and B.	NH is cautious in interpreting the SIMR data and continues to work with TS Gold to resolve remaining concerns.

Progress Toward Achieving Intended Improvements

Progress on Outcomes--Infrastructure, Practice, Fidelity, Sustainability

Phase III: Year 4 continued refinement of infrastructure development while also providing an opportunity to examine changes in classroom-level practice implementation and sustainability over time. Each section below begins with an overarching assessment of achievement of intended improvements followed by 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 X: iSocial Logic Model):

- The State is establishing a cadre of coaches to support implementation of the Pyramid Model
- Promotion of fidelity standards and measures for the Pyramid Model

Coaching is a central component to iSocial participation, both at the local leadership team around process or systems building and at the practitioner level around teaching practices. In Phase III: Year 4, iSocial established contracts for oversight of practice-based and process coaching, supported districts to build internal capacity for coaching, and collaborated with the Pyramid Model Leadership Team to recruit and train a Master Cadre of NH-based coaches by the conclusion of Spring 2020. As of the end of 2019, NH iSocial coaching capacity had grown to 6 Practice-Based and 8 Process Coaches. An additional 10 practitioners were engaged in reciprocal peer coaching (with an expert mentor from iSocial) at their sites.

In addition to expanding the pool of Coaches, the Core Team worked closely with districts and, through the SPDG, community-based implementation sites to continue to expand and scale-up practice-level implementation to additional sites through Year 4. Across both SSIP and SPDG sites, 16 additional practitioners received coaching in Phase III: Year 4 as compared with the previous year, as shown in the table below.

Practice Based Coaching and TPOT™ Administration

	Phase III: Year 1	Phase III: Year 2	Phase III: Year 3			Phase III: Year 4		
			SSIP	SPDG	Total	SSIP	SPDG	Total
Practitioners coached	6	12	24	3	27	25	18	43
Practitioners engaged in TPOT™ /TPITOS™ and not receiving coaching	0	25	20	0	20	15	0	15

As shown in the chart below (and on p.13), the number of practitioners coached across each year climbed from 27 in Year 3 to 43 in Year 4, with the duration of coaching ranging from 1 day to more than two years.
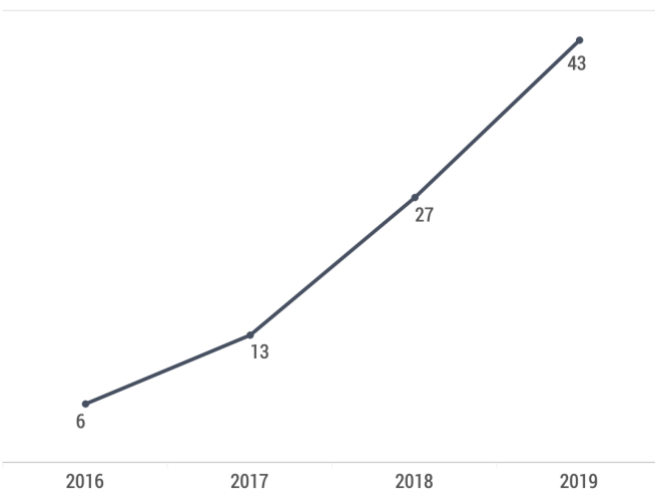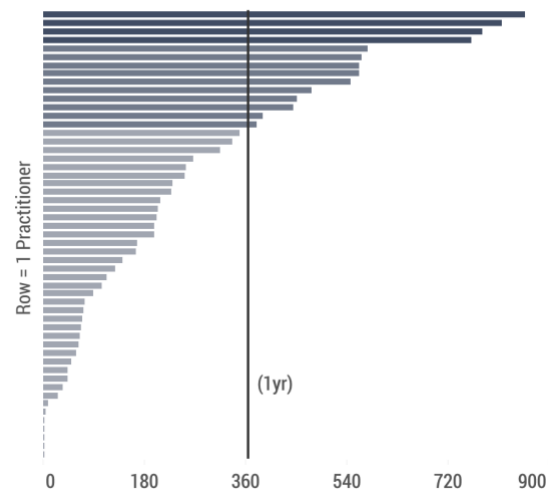
Coaching activities

iSocial practice-based coaches maintain logs to support individual and collective reflection about the iSocial coaching model. Coaches record their overall time spent on a given occasion, along with a description of activity categories on each logged occasion. From these logs, it is possible to estimate the relative allocation of coaches' time to various activities. The menu of coaching activities can be divided into two broad domains - *Preparation* versus *Active Coaching* - and are further divided within those domains. In the Preparation domain, the majority of logged time in Phase III: Year 4 was spent traveling to meetings with practitioners or other stakeholder groups. Other preparation activities that accounted for significant time included meeting preparation, cohort meetings, and participation in professional development. In the Active Coaching domain, most time was allocated to direct observation, activity planning, and reflection and feedback, with relatively little time spent modeling teaching, developing resources, or sharing content, reflecting fidelity to the Practice-Based Coaching model.

Coaching fidelity

As reported in **Section C: Baseline Data for Key Measures**, iSocial's introduction of the Practice-Based Coaching Fidelity Tool demonstrated a strong saturation of coaching practices that define high fidelity Pyramid Model coaching: 11 responding coachees rated more than 92% of key activities as having been present in their most recent coaching session, and "strongly agreed" with 96% of items indicating a strong alliance with their coach. Collectively, these results suggest fidelity to Pyramid Model on the part of practice-based coaches at these six SSIP sites.

As demonstrated in Coaching Activities above, Active Coaching activities described in the coaching logs clearly reflected the Practice-Based Coaching cycle of Direct Observation, Reflection and Feedback, and Activity Planning.

Training and TA

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

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 growing slate of training opportunities was offered in a combination of in-person and webinar formats to iSocial participants and collaborators during Phase III: Year 4. Titles and number of participants for these 37 events are shown in the table below.

Event Title	# of occasions offered	# Participating
Peer-to-Peer Coaching	1	9
Practice-Based Coaching	1	7
Teaching Pyramid Observation Tool (TPOT) 2-day training	1	20
The Pyramid Infant-Toddler Observation Scale (TPITOS) 2-day training	1	17
Pyramid Model Infant/Toddler Module 1	2	34
Pyramid Model Preschool Module 1	2	53
Pyramid Model Infant/Toddler Module 2	2	41
Pyramid Model Preschool Module 2	2	55
Pyramid Model Infant/Toddler Module 3	3	58
Pyramid Model Preschool Module 3	3	94
eModule Infant/Toddler Series	1	18
eModule Preschool Series	1	12
Parents Interacting with Infants	1	32
Implicit Bias	1	33
Trauma-Informed Care	3	66
Prevent-Teach-Reinforce for Young Children (PTRYC)	1	26

Implementation Site Readiness Training	1	10
New Implementation Site Leadership	4	24
iSocial Learning Collaborative	2	113
iSocial Evaluation Overview	1	11
Engaging Families on iSocial Leadership Teams	1	15
Data Coordinators' Meeting	1	8
Scaling up iSocial	1	10

Training feedback

iSocial collects three types of participant feedback from training events, averaged across 35 training events (feedback was not collected for two events) in the charts below. The top chart reflects respondents' average level of agreement with eight favorable *qualities of the presenter and the stimulus materials* based on iSocial trainings held during 2019. Aggregated across all training events, respondents rated these qualities between the top two response options on the scale: "Agree" and "Strongly Agree." 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 upper bar indicates self-ratings of knowledge before the workshop, and the lower bar represents post-workshop knowledge. Results indicate that participants rated their knowledge as increasing approximately one full response option - from just below "moderate" to approaching "extensive." Finally, the bottom chart depicts workshop participants' responses to a single item inquiring about their *overall satisfaction* with this training experience; indicating that the average response fell about midway between "Satisfied" and "Highly Satisfied."

Training feedback survey 2019

Training rating

Prepared for next steps					
Objectives clearly explained					
Overall objectives met					
Materials were useful					
Trainer was well organized					
Trainer presented info in an understandable way					
Trainer responsive to questions/needs					
Trainer was knowledgeable					

0 Strongly Disagree / 1 Disagree / 2 No opinion / 3 Agree / 4 Strongly Agree
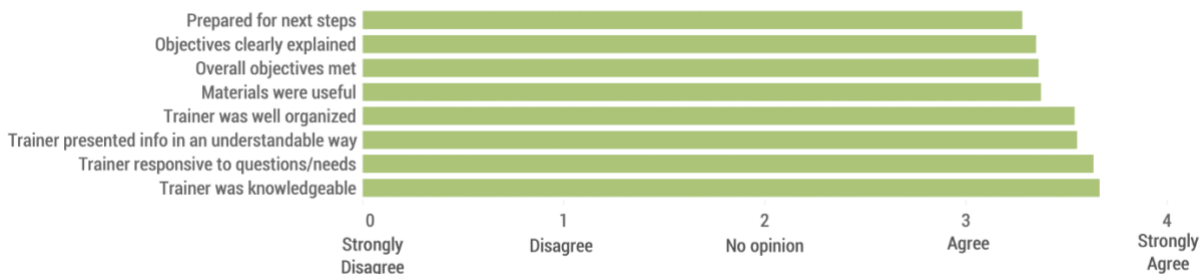
Knowledge/skill on training topics

Before
After

0 None / 1 Limited / 2 Moderate / 3 Extensive

Training satisfaction

Training satisfaction

0 Not at all satisfied / 1 Somewhat satisfied / 2 Satisfied / 3 Highly satisfied

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 X: 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 described in **Implementation Progress**, the Stages of Implementation Checklist records progress on key indicators across all stages of implementation, particularly those reflecting attainment of sustainable structures and feedback loops, and the emerging transition from reliance on external experts to internal capacity to support key structures such as coaching, training, and fidelity assessment.

Alignment efforts have deepened substantially through conjoined efforts between the iSocial and Pyramid Model State Leadership Teams. Both the PM and iSocial SLTs have acknowledged a need for clear and consistent communication regarding the Pyramid Model. As discussed in the **Changes to Baseline** section of this report, the iSocial State Leadership Team shaped a series of brief (1-4 page) documents describing the central elements of iSocial

infrastructure for distribution via the iSocial web page and by actors who wish to educate stakeholders about particular aspects of the work in which they are involved. The elements addressed were: Introduction to NH iSocial; iSocial Professional Development; Partnership with Families; Practice-Based Coaching; iSocial Leadership; Fidelity of Pyramid Model Implementation; Data-Based Decision Making; and iSocial Readiness and Sustainability. These documents (attached as Appendix IX) were completed in Fall, 2019, well ahead of the April 2020 target date in the SLT Action Plan.

Additional efforts to align and co-develop infrastructure with the PM SLT have occurred in both the realm of coaching and data and evaluation. In Fall 2019, iSocial and the PM SLT partnered to recruit and begin training a joint statewide Master Cadre for Practice-Based Coaching and Pyramid Model Training. Additionally, it was determined that the Master Cadre of Process Coaches currently being developed through iSocial will become the statewide cadre for process coaching.

iSocial has worked very closely with the PM SLT to develop a framework for data and evaluation to support state-wide scale up of PM implementation. This proposed evaluation leverages iSocial's systems development approach, many of the same collection tools, as well as the iSocial data system to support and manage data collection and reporting for stakeholders at all levels.

Data and Evaluation

Progress was made on data and evaluation in relation to the following intended outcomes, aligned with the iSocial Logic Model (Appendix X: 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 4, 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 two key strategies: 1) expansion of the iSocial data system to support increased access and data integrity, and 2) development of a comprehensive TA plan to support data use at the state and local level.

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 4. 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. Despite enduring a three-month vacancy in the primary system developer position, iSocial was able to incorporate new tools into the system including the TPITOS and revised Benchmarks of Quality. A new coaching log data entry portal was created to replace the current upload process and is anticipated to be released in Summer 2020. A new Coach Coordinator role was created to allow direct oversight of coaching logs and related data. This role is currently being tested for a scheduled release in Summer 2020. Work has also been done to streamline the reports in the

system. In this vein, a new report with the flexibility to replace all of the current survey reports in the system and incorporate any potential future survey data has been released at the administrative level and is in the process of being reformatted for use by local teams.

Data Use TA Plan

Community-based (non-district) early childhood implementation sites enrolled through the SPDG introduced greater variation in data sophistication, further elevating the importance of support for data use. The Evaluation Team developed 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 and its initial roll-out with the Data Coordinator Cohort 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 X: 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

Benchmarks of Quality

As described in **Data on Implementation and Outcomes**, the introduction of a new version of the Benchmarks of Quality for Pyramid Model instrument precludes a direct comparison over time of BOQ scores. Nevertheless, across the three years of BOQ data through Phase III: Year 3, NH saw steady progress to a fairly uniform rating nearing "Fully in Place" across all BOQ dimensions for the 8 SSIP sites reporting in 2018 (see Phase III: Year 3 APR). Results for the four SSIP sites contributing data on the new BOQ measure in 2019 showed that Staff Buy-in appeared to be an area of weakness (results described in greater detail in **Data on Implementation and Outcomes**, with the bar chart duplicated below). As they sought to interpret this development, the State Leadership Team recalled the frequency with which they had heard coaches and other stakeholders remark on the "initiative fatigue" they have observed among sites struggling to implement multiple practice innovations in close proximity, resulting in an experience of being constantly asked to "do more with less." Initiative fatigue was cited among the factors that led some SSIP sites to reduce their commitment to high fidelity implementation of iSocial and withdraw from active participation in the SSIP at the close of FFY18, and remains a threat to sustainability of iSocial and indeed all practice innovations.

Awareness of this threat has elevated discussion throughout the iSocial ecosystem - at state and local levels - of seeking conceptual and operational alignment of simultaneous initiatives, so that stakeholders experience less competition for limited human resources. Alignment will continue to be an important theme of iSocial sustainability planning.

Site-level Benchmark of Quality 2.0 shows Staff Buy-in is an area for improvement in 2019
N = 4; all were sites from the original 2016 cohort

Category	Value
Staff Buy-In	~0.3
Monitoring Implementation and Outcomes	~1
Professional Development and Staff Support Plan	~1.2
Family Engagement	~1.3
Establish Leadership Team	~1.4
Procedures for Responding to Challenging Behavior	~1.5
Program-Wide Expectations	~1.7

0	1	2
Not in place	Partially in place	In place

Teaching Pyramid Observation Tool (TPOT™)

The TPOT™ measures both successful implementation of teacher practices as well as provides an overall threshold for defining fidelity. NH's TPOT™ data is described in more detail in **Data on Implementation and Outcomes: Changes to Baseline Data**, where we concluded that the data reflected a meaningful decrease in practitioner fidelity that was largely attributable to a rebound in disqualifying "red flag" practices from the low levels achieved in Spring 2019, to the Fall of the new 2019-20 school year. The TPOT data were shared with the State Leadership Team at their March 2020 meeting, where SLT members involved in supervision of practice-based coaches requested further disaggregation of the data to assist in exploring hypotheses about the cause for the rebound in red flags; these members are scheduled to report back to the SLT at the April meeting. This interruption in a long-term improving trend alerted the SLT to the many ever-present threats to practice fidelity, and the importance of ongoing fidelity supports as part of sustainability planning.

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 strong performance in engaging families systemically as measured by the Benchmarks of Quality (see chart on previous page). 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 Positive Solutions for Families (**see Training and TA above**).

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 X: iSocial Logic Model):

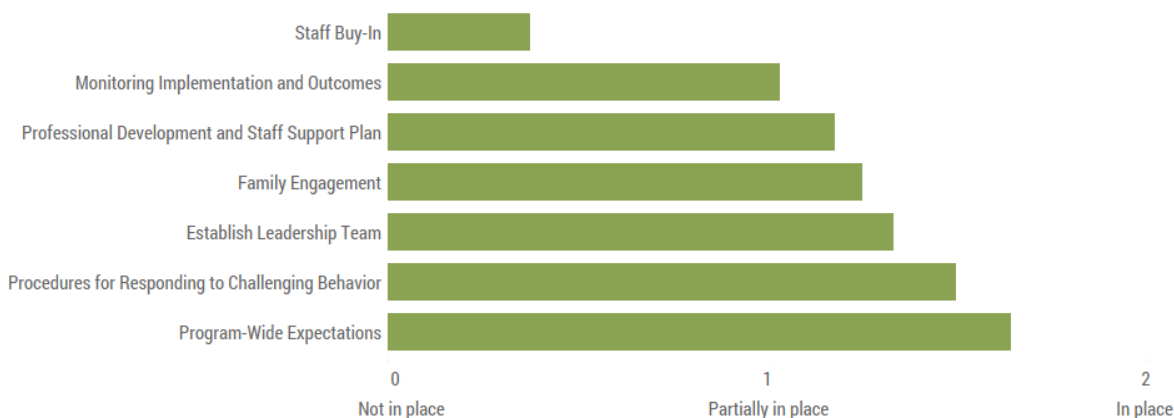- Improved positive social emotional skills for children aged birth to five

- 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 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 2018 data results were 82.9%, based on the 14 districts in the full SSIP cohort. The results for the subset of 4 districts continuing to receive state support in implementing the SSIP are 83.3%. Both of these results exceed the established target of 78.9% and demonstrate progress from the baseline year of 11.67 and 12.17 percentage points respectively.

The decline in numbers of children reported over the last two years in the SSIP (156 children reported in 2017 to 147 children reported in 2018) was consistent with the general decline reflected in the State Performance Plan over the past three years (1098 children reported in 2016, 1016 children reported in 2017, and 1032 children reported in 2018.

SIMR Data Over Time Compared to Targets

FFY	2013	2014	2015	2016	2017	2018 (all SSIP districts)	2018 (State Supported SSIP Districts)	2019
# Districts	16	15	14	14	14	14	4	4
Target		71.13%	71.13%	73.71%	76.29%	78.90%	78.90%	78.90%
Data	71.13% (138/194)	85.30% (139/163)	72.80% (131/180)	81.3% (135/166)	78.2% (122/156)	82.9% (122/147)	83.3% (40/48)	TBD

SiMR Data Compared to Target by Fiscal Year
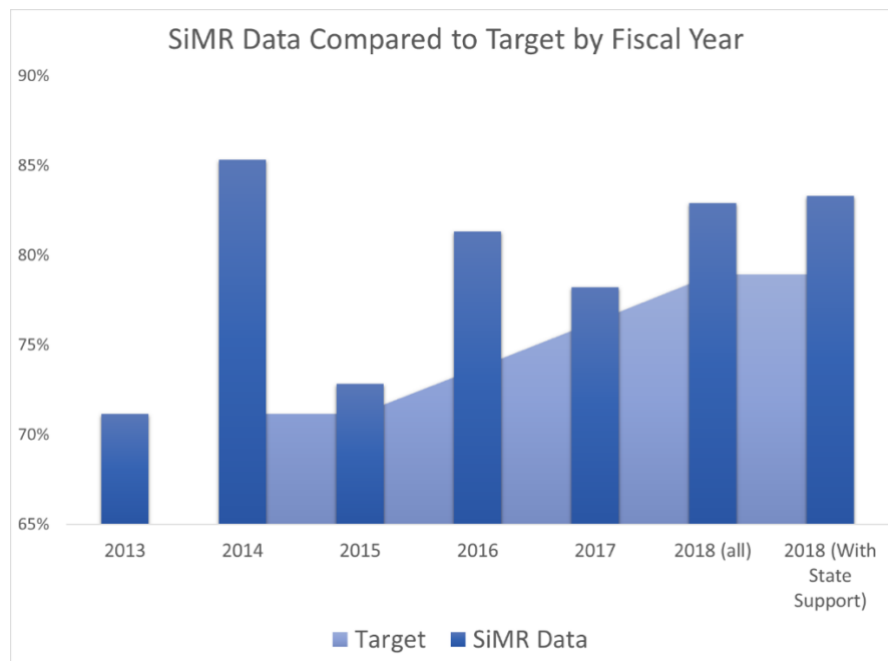
Summary Statement 1: Outcome A: c+d/a+b+c+d; otherwise referenced as outcome A1

Plans for Next Year

Implementation and evaluation activities, timelines, and barriers

NH is uniquely positioned moving into Phase III: Year 5. Energy and resources surrounding implementation of the Pyramid Model in NH have expanded dramatically. NH's State Professional Development Grant (SPDG) has built a strong foundation by leveraging a community-based approach in supporting shared resources, infrastructure, and leadership to support implementation. The Pyramid Model State Leadership Team has made significant strides in establishing key state-level infrastructure and laying the groundwork for establishing pilot implementation sites. NH's Quality Recognition and Improvement System (QRIS) has recently been revised and is anticipating a Fall 2020 release. This new system places strong weight on both environment and relationships as well as proposes the incorporation of a social-emotional endorsement (slated for release in 2022) which closely aligns with the work of iSocial. Additionally, iSocial and Pyramid Model implementation, as well as related activities including play-based learning, trauma informed care, and a community-based approach to challenge resolution were written into the recently awarded Preschool Development Grant. This grant will provide additional resources and coordination support to strengthen and accelerate implementation throughout the state.

Amidst this convergence, much of the energy and resources are focused on community-based early childhood education settings; however, a great opportunity continues to exist with preschool special education. NH's first round of the SSIP demonstrated early evidence of the potential to support child outcomes. Moreover, preschool special education remains a critical component to community-wide collaboration and implementation of the Pyramid Model. During NH's first round of the SSIP, particular challenges for sustainability surfaced related to an isolation from the broader school community. Programs frequently operated independent of the school and district's vision and priorities and struggled to achieve buy-in from high level administrators. Two particular opportunities are surfacing, however, that could be leveraged to address these challenges. The first is NH's recently enacted law requiring Kindergarten in NH to be play-based as well as the current push for schools to be increasingly responsive to trauma. Both of these efforts dovetail with the Pyramid Model Framework and could be used to support increased connection between preschool and k-12. The second is the current work within one of our SSIP sites to intentionally integrate with iSocial with the broader district vision (see section titled, **Implementing planned activities with fidelity**). These conversations provide not only insight into how integration can occur, but also support a deeper understanding of the type of supports and process coaching these teams need to be successful. The knowledge generated through this process can be leveraged to support future teams and their efforts to bridge this gap.

Moving forward, NH will engage a group of stakeholders to explore these opportunities and to further define the shape of the SSIP to meet district and student needs in this newly emerging context. At this point, there are no expected changes to the SiMR beyond target setting for the

next (sixth) year. Rather, the group will address how to best leverage the SSIP coherent improvement strategies to:

- Connect districts to local community collaboratives and efforts to support social emotional growth and skills in early childhood;
- Support administrative buy-in and integration into the school and district vision; and
- Weave together key initiatives including play-based learning and trauma informed care.

State level implementation and evaluation activities: Sustaining and scaling implementation

Leadership

- Expand integration of key leadership elements of iSocial with the Pyramid Model State Leadership Team
- Engage stakeholders in refining SSIP coherent improvement strategies
- Expand state capacity to support state-level integration efforts and increased district participation
- Establish selection and onboarding process for engaging new district participation
- Extend support of family participation on Leadership Teams, particularly to incoming district teams
- Engage new Leadership Teams in critical conversations early in the development process to support
  - Engaging administrative-level buy-in;
  - Aligning and integrating the work of iSocial with school or district vision and priorities, where appropriate;
  - Engaging with Community Collaboratives as part of a community-wide effort to support positive social-emotional outcomes for children, including those with identified disabilities; and
  - Understanding Practice-based Coaching delivery models and determining the models and structure that best fits their organization prior to beginning coaching.

Coaching

- Strengthen and expand Master Cadre of Practice-based Coaches and Trainers
  - Document and revise training and onboarding process based on lessons learned from the initial cohort of Master Cadre
  - Recruit, select, and train candidates for second cohort
  - Utilize first cohort to mentor incoming Master Cadre Members
- Establish a Master Cadre of Process Coaches
  - Finalize criteria and competencies
  - Recruit, select, and initiate training for identified candidates
- Expand internal capacity for coaching within local sites
  - Support district Leadership Teams in establishing selection criteria for potential coaches and coachees
  - Provide training and TA for Process and Practice-based Coach candidates
- Align and/or integration of coaching with local efforts to promote play-based learning

  - o Collaborate with state-level partners to establish shared competencies and trainings for coaches
  - o Collaborate with local teams and administration to reduce duplication and burden

Training

- Expand train-the-trainer opportunities to increase the available NH-based cohort of Pyramid Model Trainers
- Align and integrate Pyramid Model Training efforts with PDG
- Offer training and TA to support integration of Trauma-Informed Care, Play-based Learning, and other key initiatives with the Pyramid Model Framework

Data and evaluation

- Add new dashboards and reports to allow local administrators and data coordinators more control and oversight over local data collection
- Refine and streamline data collection based on an analysis of current data tools, resulting data, and evaluation questions
- Expand system reports to further analyze data across sources
- 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
- Finalize and implement roll-out plan for the BIR and the DRDP

Potential barriers

- Ensuring state capacity keeps pace with local need during scale-up
- Ensuring onboarding process for new teams is supportive and achievable
- Managing burden and expectations for Process Coaches
- Silos related to preschool special education and coaching infrastructure at the state and local level
- Initiative fatigue
- Cost and developer time to support data system expansion
- Succession planning and sustainability with high levels of administrator and practitioner turnover

iSocial System

(**i**mproving **S**ocial-emotional **O**utcomes through **C**omplementary **I**nfrastructure **a**nd **L**eadership)

Implementation Science

Pyramid Model Framework

Practice-Based Coaches

Process Coaches

Data System

Evaluation

Feedback Loops

Leadership Teams

Sustainability

Family Engagement

State Systemic Improvement Plan (SSIP)

- FFY 13-18
- Mandated Federal Reporting Requirement
- 3-5 year olds
- 15 School Districts (8 SAUs)

State Personnel Development Grant (SPDG)

- FFY 17-21
- Competitive Federal Grant
- $770,000 per year
- Birth-Kindergarten
- 5 Community Collaboratives
- Institutes of Higher Education

Appendix II: iSocial State Leadership Team Action Plan

Goal	Action Plan Step Desc	Status	Infrastructure Component Desc	Responsible Person	Resources Needed	Barriers	Start Date	End Date	Evidence Of Success
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.									
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Coach NH Practice-Based Expert Coaches (Cohort 1) to fidelity	Active	Professional Development & Guidance	Practice Based Coach Coordinator (Rob Corso & Joan Izen)	Practice-based Coach Coordination contract; fidelity tool; fidelity process; coaches and trainers, consultation	contracting timelines; time needed to ramp up following a delayed contract start	07/01/2017	12/30/2019	NH Practice-based Expert Coaches (Cohort 1) demonstrate implementation of practice based coaching model with fidelity
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Develop district capacity to support practice-based coaching that can be sustained within the district	Active	Professional Development & Guidance	Process Coach Coordinator (Michelle Lewis)	Pyramid Model Consortium; Trainings; Coordination; TA to districts	District commitment to sustaining long-term Leadership changes within the districts requiring Leadership Team re-sets in 2 districts	09/01/2017	06/30/2020	Districts have a plan for implementing and sustaining a practice based coaching model within the district for the following year
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Develop a plan and process for assessing fidelity of practice-based coaches	Active	Professional Development & Guidance	Evaluator (George at Keene Univ.) and Practice-based Coach Coordinator (Rob Corso)	Pyramid Model Consortium and Evaluation Expertise;	Delayed contract start	07/01/2018	03/31/2020	Plan developed to assess fidelity of practice-based coaches
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Develop local capacity to support practice-based coaching that can be sustained within the community/community-based sites	Active	Professional Development & Guidance	Practice-based Coach coordinator and Process Coach coordinator	Contracts in place.	Communities may not have resources to support local funding of coaches.	07/01/2019	06/30/2021	Communities have a plan and timelines to develop capacity for practice-based coaching.
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Plan for the development of local capacity to support process coaching that can be sustained within the community.	Active	Leadership & Policy	Process Coach Coordinator	Contract in place	Communities need to understand the role of the process coach	07/01/2019	06/30/2020	There is a plan and timeline for gradual release of state level process coaches
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Establish the criteria for practice-based coaching master cadre members	Active	Leadership & Policy	Practice-based Coaching Vendor	Expertise and input from other states with master cadres	Delayed contract start	08/01/2019	03/31/2020	Written criteria and process for becoming a practice-based coaching master cadre
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Establish a master cadre of NH-based practice-based coaches	Active	Professional Development & Guidance	Practice-based coaching vendor	Experienced and qualified NH-based practice-based coaches		01/01/2020	06/30/2020	Identify and select 3-5 practice-based coaching master cadre members
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Establish a master cadre of NH-based process coaches	Active	Professional Development & Guidance	Process Coach Coordinator (Michelle Lewis)	Criteria for master cadre participation; Experienced NH-based process coaches	Capacity to coach process coaches to the level of a master cadre	11/01/2019	05/30/2020	Identify and select 3-5 NH-based process coach master cadre members
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Establish the criteria for process coaching master cadre members	Active	Leadership & Policy	Process Coach Coordinator (Michelle Lewis)	Consultation from Beth Steenwyk		07/01/2019	06/30/2020	Written criteria and process for identifying and selecting NH-based process coach master cadre members
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Review and update tiered system of support to assess process coach capacity to perform contracted functions based on experience from pilot year	Active	Leadership & Policy	Process Coach Coordinator (Michelle Lewis)	Tiered plan of support to assess process coach capacity to perform contracted functions		08/01/2019	03/31/2020	Updated tiered plan of support to assess process coach capacity to perform contracted functions.
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Develop a tiered system of support for practice-based coaches and assess their capacity to perform contracted functions	Active	Leadership & Policy	Practice-based Coaching Contract Vendor (Rob Corso & Joan Izen)			08/01/2019	12/31/2019	Written plan for tiered system of support for practice-based coaches and assess their capacity to perform contracted functions
To establish and implement a coaching infrastructure that supports successful implementation of iSocial and the Pyramid Model.	Coach NH Practice-Based Peer-to-Peer Coaches (Cohort 1) to fidelity	Active	Professional Development & Guidance	Practice-based Coach Coordinator (Rob Corso & Joan Izen)	training and support from PMC	new process in NH	08/01/2019	03/31/2020	NH Practice-based Expert Coaches demonstrate implementation of practice based coaching model with fidelity
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model									
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Train the trainers for Pyramid Module 1 - 3 Trainings	Active	Professional Development & Guidance	iSocial Professional Development System Vendor (Rob Corso & Joan Izen)	Funds to support trainers; coordination	Contract delays	08/01/2019	06/30/2020	Train 2-5 NH-based trainers for Modules 1-3 of the Pyramid Model for infants and toddlers as well as preschool

Appendix II: iSocial State Leadership Team Action Plan

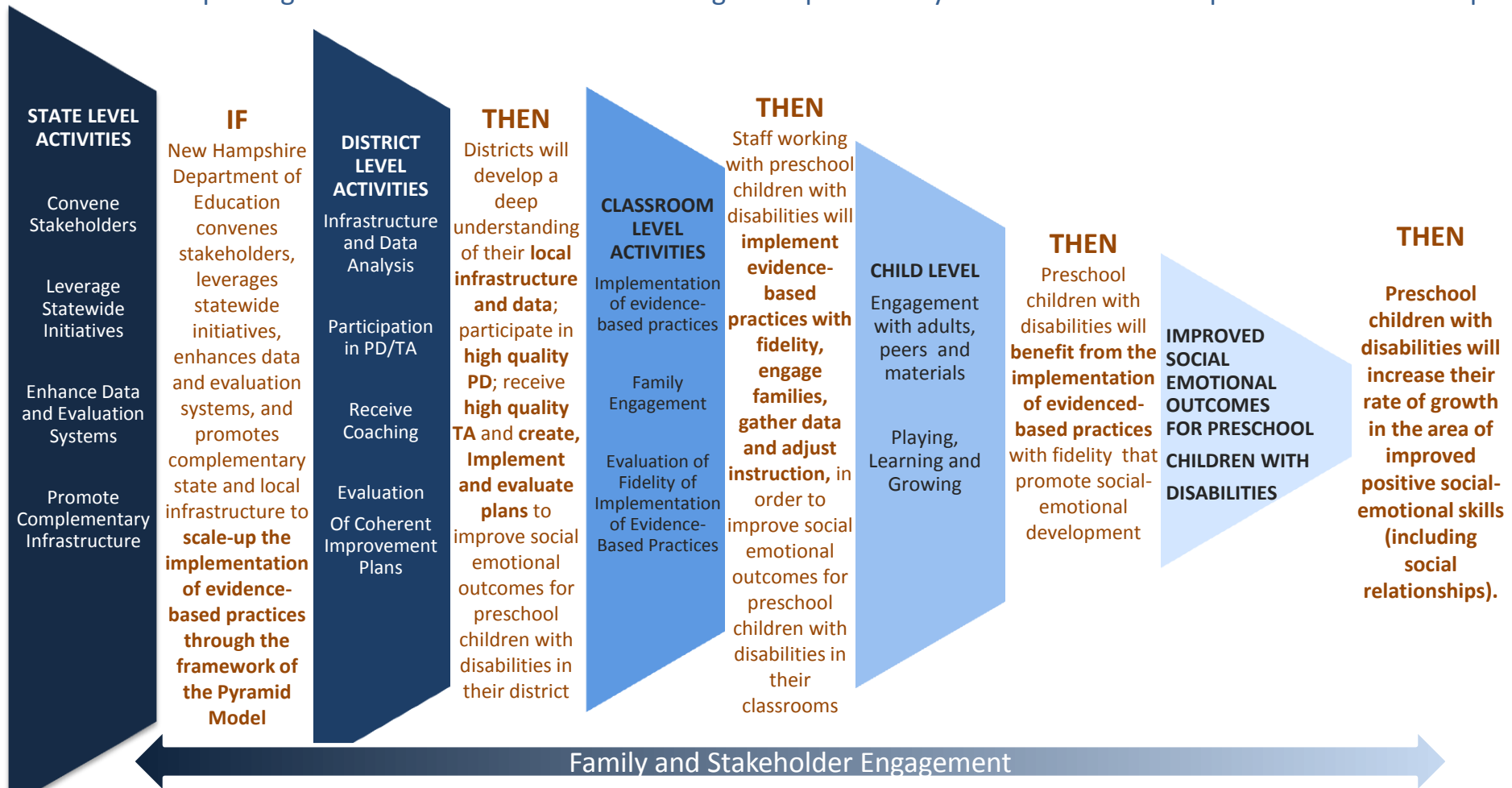| Goal	Action	Status	Component	Responsible Party	Resources Needed	Challenges	Start Date	End Date	Outcome
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Identify trainers to serve as potential master cadre	Active	Professional Development & Guidance	iSocial Professional Development System Vendor	coordination; Pyramid Model Consortium TA and training		01/01/2020	12/31/2020	Identify and select 2-5 NH-based master cadre trainers for each of the following: DRDP, Positive Solutions for Families, Pyramid Model Modules, and PTRYC.
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Develop a plan to ensure quality of trainers	Active	Quality Practices	Training Vendor (Rob Corso & Joan Izen) and PIC (vendor for Positive Solutions for Families--Michelle Lewis)	Pyramid Model Consortium and PIC expertise	Delayed contract start for Training Vendor	09/01/2018	06/30/2020	Written plan for ongoing review and evaluation of trainers
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Evaluate the effectiveness of trainers	Active	Data & Evaluation	TBD (Trainer contract)	Evaluation plan and criteria; Pyramid Model Consortium Expertise; Plan for data collection and review		01/01/2020	06/30/2020	Completed implementation of the first cycle of regularly scheduled performance evaluations for all current Pyramid Model trainers maintained by the State
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Train additional facilitators for Positive Solutions for Families	Active	Professional Development & Guidance	Kimm Phillips	NH-based validated trainer		07/01/2018	06/30/2020	Each of the identified SPDG communities has trained facilitators available for their implementation sites.
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Train iSocial NH-based master trainers for Positive Solutions for Families	Active	Professional Development & Guidance	iSocial Professional Development System Vendor (Rob Corso)	Expertise of Pyramid Model Consortium		08/01/2019	12/31/2020	Two or more iSocial NH-based master trainers for Positive Solutions for Families
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Collect, identify, and/or refine customizable materials related to Pyramid Model and social emotional development for families.	Active	Professional Development & Guidance	Family Engagement Director	Immense amount of materials		01/01/2019	06/30/2020	Materials developed
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Administer TPOT and TPITOS assessments	Active	Quality Practices	iSocial Professional Development System Contractor	validated TPOT & TPITOS administrators;TPOT & TPITOS protocols; coordination and support; expert content support (trainer & TA); data system for collection and reporting	Capacity of TPOT and TPITOS administrator to conduct assessments within the established timeline	09/22/2019	06/30/2020	Timely administration and data entry of Fall 2019 and Spring 2020 TPOTs and TPITOS
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Establish criteria and process for identifying and selecting NH-based master cadre of trainers	Active	Leadership & Policy	iSocial Professional Development System vendor (Rob Corso & Joan Izen)			08/01/2019	06/30/2020	Written plan and process for identifying and selecting NH-based master cadre of trainers
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Schedule and implement role-based TA groups for TPOT/TPITSOS administrators, team leads, and data coordinators.	Active	Professional Development & Guidance	Professional Development Contract Coordinator (Rob Corso),Evaluation Coordinator (Christina MacDonald), and Process Coach Coordinator (Michelle Lewis)	Online meeting platforms		08/01/2019	06/30/2020	TA groups have scheduled meetings which are implemented throughout the 2019-2020 project year.
To establish and implement a training and technical assistance infrastructure to support the successful implementation of iSocial and the Pyramid Model.	Map the available professional development and TA provided through iSocial.	Active	Professional Development & Guidance	Process Coach Coordinator (Michelle Lewis)			07/01/2019	06/30/2020	A diagram of the available professional development and TA by iSocial component.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.									
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Re-envision the process for on-boarding new communities/sites to support a clear understanding of their purpose, role, and goals for participation.	Active	Leadership & Policy	Core Team; PIC; Amy Newswanger	Lessons learned from on-boarding districts and new communities Tools to support teams dev. their "why" and establish goals Resources from other states or proj. doing this wo	limited resources from PM Consortium BOQ/Leadership Day is not a successful starting place for Collabs.	09/30/2018	12/30/2019	Defined, written plan and process for on-boarding new collaboratives/sites that results in a clear understanding of participants of purpose, role, and goals.

Appendix II: iSocial State Leadership Team Action Plan

Goal	Strategy	Status	Area	Responsible	Resources	Barriers	Start Date	End Date		Evidence of Completion
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Create a written process for on-boarding new communities and sites.	Active	Leadership & Policy	Core Team & Parent Information Center (Process Coach Coordinator)	Defined role as a Leadership Team Definition of community Definition of community-wide implementation	Time it takes to complete an in-depth review and refinement of the on-boarding process	09/30/2018	03/30/2020		Written or electronic documentation of a process for on-boarding new communities and sites that establishes shared definitions and roles.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Identify a recommended process for collaboratives to engage sites in participating in the collaborative and implementation.	Active	Leadership & Policy	State Leadership Team; Core Team; Master Process Coach (Jen Cunha)	Monadnock's Readiness Application for sites; Sample MOAs		10/30/2018	06/30/2020		Written process and resources to support collaboratives to engage sites in participating and implementing.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Develop a succession plan for replacing representation on the State Leadership Team.	Active	Leadership & Policy	Core Team	Pyramid Model State Leadership Team's succession plan	Feedback loops to constituencies	01/01/2019	10/31/2019		Written succession plan
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Develop a process for reviewing membership attendance and participation on the State Leadership Team.	Active	Leadership & Policy	Core Team			01/01/2019	09/30/2019		Written plan for annual review of membership attendance and participation.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Communications Plan: Identify content needed to support each aspect of the online sharing site and/or DOE website.	Active	Quality Practices	iSocial Core Team; IHE's; Process Coach & Family Engagement Contractor (Michelle Lewis); Professional Development System Contractor (Rob Corso)	Content based on training, tools, local resources, evaluation and data, stories ; List of content areas (e.g. coaching, data & evaluation, higher education, family engagement)		10/01/2019	06/30/2020		Content-based sections of the online site are identified and populated with initial content highlighting best practice.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Communications Plan: Develop resources for local participants to share with stakeholders promoting iSocial and the work they are engaged in.	Active	Leadership & Policy	Core Team;	Communications Work Group; Evaluation Team	Talent and time	10/01/2019	04/30/2020		Promotional materials shared with iSocial Collaboratives and sites
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Sustainability: Map out the elements that would be involved in a gradual release of iSocial to the Pyramid Model State Leadership Team for sustainability.	Active	Leadership & Policy	Core Team; Pyramid Model State Leadership Team Core Team	Component map of iSocial		01/01/2020	09/30/2020		Written list of iSocial components that would be involved in the first stage of a gradual release to the Pyramid Model State Leadership Team.
To establish State Level Infrastructure that supports the successful implementation of iSocial and the Pyramid Model.	Establish a defined process and plan for communities and sites for scale up under iSocial.	Active	Leadership & Policy	Core Team; Process Coach Coordinator (PIC -- Michelle Lewis)	Form for requesting support; Stakeholder feedback regarding timeline	Creating a form that can capture both the initial request as well as the specific details	10/01/2019	03/30/2020		Written process and timeline for communities and sites to request iSocial support for scale-up and expansion activities.
To evaluate the effectiveness of the infrastructure and implementation of iSocial.										
To evaluate the effectiveness of the infrastructure and implementation of iSocial.	Continually improve data system as new data quality means arise	Active	Data & Evaluation	Evaluation Coordinator (Christina)& development team	Ongoing development support	fiscal resources; staff turnover	07/01/2017	06/30/2019		Functioning data system capable of meeting the collection, analysis, and dissemination needs of the evolving program implementation and evaluation at the state and local level
To evaluate the effectiveness of the infrastructure and implementation of iSocial.	Create a Help Manual for the iSocial Data System	Active	Data & Evaluation	Evaluation Coordinator (Christina)	staff time and knowledge of the iSocial data system, manual writing, and visualization editing		05/01/2018	10/30/2018		Published support manual for iSocial data system
To evaluate the effectiveness of the infrastructure and implementation of iSocial.	Identify and/or develop a tool to measure sustainability of infrastructure at the local leadership team level	Active	Data & Evaluation	Evaluation Coordinator (Christina)	TA from Beth Steenwyk and Evaluator (Keene)	minimizing data burden; tool validity	11/01/2017	02/28/2020		Tool to measure sustainability of infrastructure at the local leadership team level ready for implementation
To evaluate the effectiveness of the infrastructure and implementation of iSocial.	Identify or develop a tool to measure program level implementation fidelity of the Pyramid Model for home visiting programs,	Active	Data & Evaluation	Evaluation Coordinator (Christina MacDonald) & Evaluator (Keene)	Information from NCPMI re: current work; Existing PM Home Visiting Benchmarks of Quality		07/01/2018	12/30/2018		Benchmarks of Quality for Home Visiting sites
To support community collaboratives to establish a system and infrastructure to support implementation sites throughout the community.										
To support community collaboratives to establish a system and infrastructure to support implementation sites throughout the community.	Identify resources to support collaboratives in collaborative building.	Active	Professional Development & Guidance	Core Team; Process Coach Coordinator (PIC -- Michelle Lewis)	Expertise in community collaborative building and leadership; Potential partnerships with other organizations	Limited number of organizations in NH doing this work; Capacity for collaboratives to engage in this work	01/01/2020	09/30/2020		Resources identified that can be provided directly to collaboratives or used to strengthen existing iSocial supports.

New Hampshire State Systemic Improvement Plan Theory of Action

iSocial: improving Social-emotional Outcomes through Complementary Infrastructure development And Leadership

STATE LEVEL ACTIVITIES

Convene Stakeholders

Leverage Statewide Initiatives

Enhance Data and Evaluation Systems

Promote Complementary Infrastructure

IF
New Hampshire Department of Education convenes stakeholders, leverages statewide initiatives, enhances data and evaluation systems, and promotes complementary state and local infrastructure to **scale-up the implementation of evidence-based practices through the framework of the Pyramid Model**

DISTRICT LEVEL ACTIVITIES

Infrastructure and Data Analysis

Participation in PD/TA

Receive Coaching

Evaluation Of Coherent Improvement Plans

THEN
Districts will develop a deep understanding of their **local infrastructure and data**; participate in **high quality PD**; receive **high quality TA** and **create, Implement and evaluate plans** to improve social emotional outcomes for preschool children with disabilities in their district

CLASSROOM LEVEL ACTIVITIES

Implementation of evidence-based practices

Family Engagement

Evaluation of Fidelity of Implementation of Evidence-Based Practices

THEN
Staff working with preschool children with disabilities will **implement evidence-based practices with fidelity, engage families, gather data and adjust instruction,** in order to improve social emotional outcomes for preschool children with disabilities in their classrooms

CHILD LEVEL
Engagement with adults, peers and materials

Playing, Learning and Growing

THEN
Preschool children with disabilities will **benefit from the implementation of evidenced-based practices** with fidelity that promote social-emotional development

IMPROVED SOCIAL EMOTIONAL OUTCOMES FOR PRESCHOOL CHILDREN WITH DISABILITIES

THEN
Preschool children with disabilities will increase their rate of growth in the area of improved positive social-emotional skills (including social relationships).

Family and Stakeholder Engagement

"Developing social-emotional skills is important in preschool so that my son makes friends and is not afraid of people. It is important for his future development of self." NH dad who has a son with a disability.

"We know from a wide body of research that children's earliest experiences will have consequences for the rest of their lives. That's why we need to ensure that our system of early childhood services and supports works to promote healthy development early in life" Governor Hassan, NH Comprehensive Plan for Early Childhood 2013-2016

Research Rationale: "Young children's healthy social and emotional development is critical to school readiness and positive long term outcomes." (National Research Council & Institute of Medicine, 2000; Raver & Knitzer, 2002; Thompson & Raikes, 2007).

Sustainability Factors	Purpose of Process Coach **WHY**	What Functions are Performed by Process Coach? **WHAT/HOW** These functions can occur within or outside the context of the Leadership Team	What might Gradual Release look like to transfer functions **SO THAT…**

Administrator Support
Active involvement by school leaders in the adoption and implementation of practices by demonstrating a prominent role in the coordination and management of the practices, voicing support for the continued implementation of the selected practices, and removal of barriers impeding implementation efforts is necessary.
	1. Orient and support the development of commitment and buy in to do the work
	2. Helping the school leaders to support the Leadership Team to form and see the "big picture"
	3. Support the development of an understanding of the role of the administrator
	4. Support the development of *distributive leadership model* across complex environments
	5. Support school leaders in understanding their role and responsibility in addressing barriers when implementation challenges are identified
		1. ***Actively assisting*** administrator:
		  ✓ To continually assess buy in and involvement at all levels of the system
		  ✓ To understand their scope of influence/impact on a situation and how they might facilitate influence/impact when it is outside their scope
		  ✓ To identify absent stakeholders and their potential contributions and develop strategies to engage stakeholder support for the work (Building Principal, Central Office Admin, School Board Members, Community Partners)
		  ✓ To develop collaborative strategies to facilitate alignment between the pre-k and k-12 systems
		2. ***To support Administrators to actively engage in***:
		  ✓ Building relationships to support adoption & commitment
		  ✓ Supporting critical systems change to support and sustain implementation
		  ✓ Performing their role in the implementation and sustainability process
			1. District Administrators are able to align/expand/connect this work to the larger goals of the district
			2. Key Administrators (e.g. Building principals, Preschool Administrators, Special Education Director, Superintendents) develop awareness of the critical value of implementation of evidence-based practices within pre-k to the district's educational system
			3. Key Administrators are actively engaging in the work to connect pre-k to the k-12 system (e.g. curriculum instruction and assessment alignment, seamless transitions, input into policy development)
			4. Evidence of Administrator commitment to continue access to the essential learning opportunities necessary to sustained implementation of evidence based practices
			5. Evidence that supervision ensures the consistent use of evidence based practices.

		✓ Supporting the change on both the adaptive and the technical issues ✓ Collaborative practices that facilitate the alignment of the pre-k and k-12 system	
Sustainability Factors	**Purpose of Process Coach** **WHY**	**What Functions are Performed by Process Coach?** **WHAT/HOW**	**What might Gradual Release look like to transfer functions** **SO THAT…**
Consistent Implementation Approach *Leadership Team ensures that* ==critical features== *of the practices are identified and* ==defined across the continuum of the implementation process,== *commonly* ==understood by implementers, and intentionally aligned to existing== ==goals/==*priorities for contextual fit within the school setting.* **Critical features: classroom level are evidence based practices** **Critical features: at the building or district level the sustainability factors (implementation practices/supports)**	1. Support the Leadership Team to ensure the critical features of the evidence based practice are understood by all practitioners and being implemented with fidelity 2. Support the Leadership Team to align and connect these practices to new and existing goals of the district 3. Support the Leadership Team to attend to critical factors for effective implementation i.e. infrastructure/systems supports, capacity building and leadership engagement across all levels of the system	1. Facilitate the Leadership Teams through processes which reinforce what the critical features are and the role they play in the fidelity of implementation of the evidence based practice 2. Facilitate Leadership Teams through a process which analyzes data that reflect the fidelity of the practices across all classrooms in the program 3. Facilitate Leadership Teams through a reflective dialogue that examines the necessary infrastructure supports and personnel competencies that are required to support implementation fidelity of the practice 4. Guide Leadership Teams through reflective processes that create awareness of the opportunities for alignment and integration with other practices/systems to reduce the competition for resources and maintains a focus on shared outcomes 5. Facilitate the Leadership Team through a process to identify areas for improvement and develop targeted strategies for their action plan 6. Guide the Leadership Team in using the action plan as a dynamic	1. Critical features of the practice and essential supports required for the fidelity of implementation are known and understood by all stakeholders within the system 2. Implementers in the system are able to articulate the critical features of the practice/s. 3. Key personnel at all levels of the system are able to articulate the critical supports necessary to ensure implantation fidelity of the practice/s 4. Leadership Teams ensure that there is a systematic sharing of data and information about implementation progress, challenges and outcomes so the team is able to provide the sufficient and necessary supports to achieve, improve and/or sustain implementation fidelity 5. The Leadership has developed a system for on-going sharing of data and information related to child outcomes with stakeholders across all levels of the system

		document that directs and focuses their activities	

Sustainability Factors	Purpose of Process Coach **WHY**	What Functions are Performed by Process Coach? **WHAT/HOW**	What might Gradual Release look like to transfer functions **SO THAT…**

Effective teams
Individuals meeting for the purpose of supporting the implementation of a selected practice come together on a consistent basis and are guided by a set of operating procedures to ensure their time together is efficient, focused, and results in action to further enhance implementation efforts.
	1. Ensure the development of an effective and functional Team
	2. Intentionally support implementation fidelity
	3. Systemic maintenance of effective practices (at the practitioner and system level)
		1. ***Promote Team Discovery and Raise Awareness*** of effective teams by:
		  a. Ensuring equitable participation,
		  b. Defining critical team members and their roles and functions,
		  c. Asking probing questions,
		  d. Mediating potential conflict
		  e. Actively listening to LT members.
		  f. Reflecting back what is seen and not seen
		2. ***Support and guide the development effective Team processes***
		  a. Model effective meeting strategies (use of operation procedures) and transfer the facilitation of team meetings
		  b. Guide and redirect the use of Action planning in the team process
		  c. Identify a potential need for conflict resolution and support the process to resolution
		3. ***Support the Leadership Team to understand:***
		  a. the evidence-based practice
		  b. what fidelity of the practice looks like
		  c. the needs those practices would address and
		  d. the implementation supports to ensure fidelity
			1. The Leadership Team has developed and consistently use a set of operating procedures that
			  a. Support efficiency
			  b. Ensure alignment
			  c. Result in action
			  d. Facilitates effective communication (e.g. feedback and support loops)
			  e. Effectively use data
			2. There is evidence that the Leadership Team has the necessary capacities to support fidelity of implementation of the evidence based practice
			3. The Leadership Team identifies, through the use of data, current implementation gaps and articulate barriers and identify actions that are able to address those barriers
			4. There is evidence that the Leadership Team engages in continuous improvement cycles which results in measureable and meaningful impact

		4. *Promote the LT efforts to ensure effective implementation practices by:*	on outcomes (system, child, family, and staff)
		a. Analyzing infrastructure data to determine potential implementation barriers	
		b. Analyzing fidelity data to determine implementation gaps (at the practice level)	
		c. Cross referencing available data to more deeply analyze, see progress and identify additional areas for improvement	
		d. Ensuring a continuous improvement cycle resulting in improved outcomes (system, child, family, staff)	

Sustainability Factors	Purpose of Process Coach **WHY**	What Functions are Performed by Process Coach? **WHAT/HOW**	What might Gradual Release look like to transfer functions **SO THAT…**

Frequent data sharing
Data related to the level of implementation of the selected practice and the impact on intended outcomes are collected on a regular basis and presented to school staff and key stakeholders (e.g., district leadership, board of education) in an ongoing way.
 	
The frequency of data sharing is higher for staff that are directly responsible for the implementation of the selected practice as opposed to key stakeholders who are not directly implementing the practice.
	1. Identification of data sets to consider and/or collect:
	   a. Student/child Level
	   b. Teacher/Practitioner Level
	   c. Practice Implementation Level
	   d. System Level
	2. Ensure the proper use of and sharing of data at all levels of the system (classroom and building if appropriate)
	3. Ensuring that a comprehensive assessment and data system is developed and used
		1. Supporting the Leadership Team to address the need for and development of a comprehensive data collection and data usage system
		2. Supporting the Leadership Team to facilitate the use of and understanding of the data related to:
		   a. Child performance,
		   b. Teacher actions,
		   c. Practice integrity,
		   d. System supports,
		   at all levels of the system (classroom and building if appropriate)
		3. Support the Leadership Team to develop a Communication Plan that shares information and data across key stakeholders
		   a. District Leadership
		   b. Parents/families
			1. Leadership Teams have developed protocol/process for collecting, analyzing, problem solving and sharing data across school staff and key stakeholders for the purpose of ensuring effective implementation of practices and the impact on intended outcomes
			2. Leadership Teams have developed a structure to ensure that practice level data is available and used by practitioners with enough frequency to improve the fidelity of implementation of the practices
			3. Leadership Teams have developed a comprehensive communication plan that articulates
			   a. what data and information will be shared
			   b. by whom

		c. School Boards d. Community members e. Staff	c. with whom d. by which methods/formats e. with what frequency

Appendix IV: Process Coach Role and Function

Sustainability Factors	Purpose of Process Coach **WHY**	What Functions are Performed by Process Coach? **WHAT/HOW**	What might Gradual Release look like to transfer functions **SO THAT…**

High quality professional learning
Staff that are implementing a selected practice have ongoing access to professional learning for the purpose of teaching them how to implement the practice within the context in which they work.
 	
The teaching uses a combination of theory and research to help people understand why the particular practice they are learning has been selected; modeling; and initial and ongoing practice opportunities coupled with feedback to increase their fluency in the implementation of the practice.
	1. Help the Leadership Team understand the components of an effective Professional Development Plan
	2. Ensure data drives the Leadership Team the identification of areas of strength and need for Professional Development
	3. Help the Leadership Team to determine what Professional Development would lead to or support the desired outcomes
	4. Support the Leadership Team to develop a Professional Development Plan
	5. Support the Leadership Team in thinking systemically to:
	  a. develop strategies and plans to address future employee turnover
	  b. to ensure a system of on-going training and coaching
	  c. address hiring criteria for vacancies so that there are adequate supports to prevent implementation dips.
		1. Engage the Leadership Team in an on-going conversation regarding effective adult-learning strategies that lead to fidelity of practice and improved outcomes
		2. Guide the Leadership Team in using a data protocol to analyze data to inform and plan professional development
		3. Guide the Leadership Team to identify resources needed and challenges to develop an on-going plan to address them
		4. Help the Leadership Team continually utilize their resources to keep abreast of the available (and required) professional development for the evidence based practice
		5. Assist the Leadership Team in on-going assessment of the effectiveness of Professional Development system
			1. The Leadership Team is able to identify the contextual variables within classrooms that may have an impact on implementation
			2. The Leadership Team has a PD plan which uses appropriate data to identify professional development needs and ensures access to professional learning to improve implementation fidelity
			3. The PD plan takes into account
			  a. the context in which the practitioners work
			  b. the district PD plan
			  c. potential competing interests in time and resources
			4. The Leadership Teams have a plan for reviewing the impact of professional learning opportunities on practice implementation

Sustainability Factors	Purpose of Process Coach **WHY**	What Functions are Performed by Process Coach? **WHAT/HOW**	What might Gradual Release look like to transfer functions **SO THAT…**

Access to coaching
Staff have access to individuals with expertise and to other effective implementers for the purpose of strengthening their level of use and quality of implementation for the practice selected.
	1. Develop the Leadership Team's capacity to support Practice Based Coaching that can be sustained within their district/program
	2. Help them to develop the infrastructure necessary to support Practice Based Coaching
		1. Support the Leadership Team to understand PBC model and the various delivery options
		2. Support the Leadership Team to adopt the Practice Based Coaching model and select the appropriate delivery option
		3. Support the Leadership Team to understand the necessary infrastructure to implement and sustain coaching and identifying barriers within their system
		4. Support the Leadership Team to develop an action plan that ensures a systematic approach to Practice Based Coaching
		5. Support the Leadership Team in assessing (and selecting) viable candidates to be Practice Based Coaches
		6. Support the Leadership Team in considering and assessing the readiness factors for determining whom will receive coaching
		7. Support the Leadership Team to develop a structure to address and adjust to the on-going coaching needs
			1. Leadership Teams ensure that systems are in place to provide coaching that addresses
			  a. What the coaching delivery system is and frequency
			  b. Who viable candidates for coaching might be
			  c. Who requires coaching
			  d. Measuring the variables that impact the effectiveness of the coaching
			2. The Leadership Team's system includes strategies to ensure that coaches are individuals that have expertise in the following:
			  a. the evidence based practice being implemented
			  b. in high quality coaching strategies
			  c. in identifying and addressing the impact of contextual factors on fidelity of implementation
			3. The Leadership Team's plan includes strategies and methods for intentional opportunities for practitioners to professionally collaborate with effective implementers of the practices
			4. The Leadership Team plan ensures that individual practitioners continually improve their implementation of the practices

Appendix IV: Process Coach Role and Function

FAMILIES WANT TO KNOW...

- Will my child be kind to others?
- Will my child have friends?
- How can I help my child cope with challenges and become a problem solver?
- How do I help my child to have a positive self-image?

RESEARCH HAS SHOWN...

that children need social and emotional skills to be successful in the future*

WHAT ARE SOCIAL AND EMOTIONAL SKILLS

Social and Emotional Skills include the ability to:
- develop friendships
- share and take turns
- follow directions
- use problem-solving skills
- understand routines
- demonstrate self-control
- identify and manage emotions

Pyramid Model practices support children to have better social skills and less challenging behavior

A growing number of

NH COMMUNITIES & CLASSROOMS
are using
THE PYRAMID MODEL
to support children's social and emotional development

New Hampshire PYRAMID MODEL
Promoting Social Emotional Competence in New Hampshire's Young Children

iSocial Improving Social-emotional Outcomes through Complementary Infrastructure and Leadership

IDEAs that Work
U.S. Office of Special Education Programs

The contents of this flyer were developed by the NH Pyramid Model State Leadership Team in collaboration with funding from the US Department of Education, H323A170029. However the contents do not necessarily represent the policy of the US Department of Education and you should not assume endorsement by the Federal Government. Project Officer, Sunyoung Ahn.

* Jones, D. E. Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. American Journal of Public Health, 105, 2283-2290.

What is the Pyramid Model?

The Pyramid Model supports the social and emotional development of children by:

- Promoting learning by building positive relationships among children, families and early childhood professionals
- Understanding the need to develop behavior expectations and how to provide social skills support
- Creating an environment where every child feels good about coming to school
- Providing children individual support as needed

What is gained by using the Pyramid Model?

Families
- Receive information on how to promote social & emotional skills
- Receive support for preventing and addressing challenging behavior
- Team with teachers to help children learn and grow

Children
- Increase their social and emotional skills
- Improve their kindergarten readiness

Professionals
- Have information and resources to support families
- Are effective in helping children learn social and emotional skills
- Have enhanced skills for responding to challenging behaviors

Where can I learn more?

www.pyramidmodel.org
www.challengingbehavior.org
Facebook: NH Pyramid Model
https://sites/google.com/education.nh.gov/isocial/home

What is the Pyramid Model?

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce
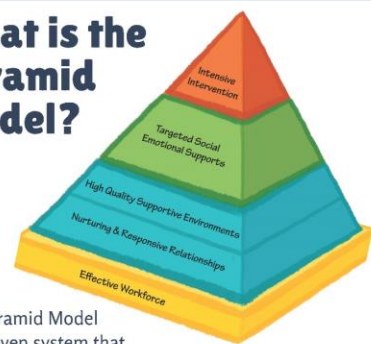
The Pyramid Model is a proven system that supports teachers, caregivers and families to help young children develop healthy social and emotional skills that will serve them throughout their lives.

From early childhood, social and emotional skills help us to get along with others, resolve conflict peacefully and ask for support when needed. Well-developed social and emotional skills set the stage for success in school and life.

Families, caregivers and early childhood practitioners working together is a central focus of the Pyramid Model. This partnership enhances everyone's ability to understand and respond to challenging behavior using consistent, positive supports.

A growing number of

NH COMMUNITIES & CLASSROOMS
use
THE PYRAMID MODEL
to support children's social and emotional development

New Hampshire PYRAMID MODEL
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Effective Workforce

At the foundation of the Pyramid Model is a trained, effective workforce. This includes making sure that there are systems and policies in place to ensure that those working with young children receive ongoing training and support to implement and sustain the Pyramid Model practices.

Nurturing and Responsive Relationships
High Quality Supportive Environments

This level of the Pyramid Model supports all children by providing nurturing and responsive relationships in safe, supportive environments. These are critical to healthy social development.

Targeted Social Emotional Supports

This level of support emphasizes teaching children how to identify and express their emotions, develop problem-solving skills, play cooperatively with other children, and develop skills for handling anger and disappointment.

Intensive Intervention

At times, children may require individualized and intensive supports that include planning with families to meet their needs and address their challenging behaviors.

Where can I learn more?

www.pyramidmodel.org
www.challengingbehavior.org
https://sites.google.com/education.nh.gov/isocial/home
Follow us on Facebook: NH Pyramid Model

Indicator 17 (SSIP) Improvement Strategies

Extracted from the SPP APR Report submitted April 1, 2015

Based on all the work done to date with stakeholders regarding data and infrastructure analyses and the analysis of root causes of possible conditions contributing to low performance, the NHDOE has developed the following coherent improvement strategies (CIS) to improve social-emotional outcomes for preschool children with disabilities.

CIS 1: In order to strengthen the state infrastructure, the NHDOE will: continue to engage stakeholders in the SSIP; establish a SSIP state leadership team; and will continue to support a system of TA/PD.

CIS 1.1: Stakeholder Input: Leading by Convening

A. The NHDOE Bureau of Special Education will continue to convene the SSIP Stakeholder Input team to inform the development and implementation of Phase II and Phase III of the SSIP.
B. The PTAN regional input sessions will be used to engage a broad array of administrators and practitioners to provide feedback on local perspectives, challenges and successes. These sessions will yield information regarding the broad adoption and implementation of evidence-based practices.
C. The NHDOE will work with the Parent Information Center to assess and implement effective strategies to gather more input from families regarding the SSIP.
D. Lead personnel in each of the 16 districts in the subset will be actively engaged in providing input into the SSIP. An initial interview between the NHDOE 619/SSIP Coordinator and a representative from each of the districts has already occurred.
E. Input gathered through other incidental means (state scans, surveys, natural opportunities) will continue to be incorporated into the development of the SSIP.

CIS 1.2 Establish a State Leadership Team

Through the infrastructure analysis, it was determined that there is no team currently in place to serve as the State Leadership team for the SSIP. The NHDOE, with the SSIP Stakeholder Input team, NH Bold and the State Leadership Team for the See Change project, will establish a consistent, dedicated group to support the implementation of the improvement strategies in the SSIP. These three groups will assist the state with the identification of key players to serve on this team. Once established, the SSIP State Leadership team will develop a vision and mission statement and promote implementation of the SSIP.

CIS 1.3 Promote TA/PD system

The NHDOE will promote activities that build the expertise of Technical Assistance and Professional Development providers, maximizing their individual talents and building on their prior knowledge.

CIS 2: The NHDOE will lead data systems development to support improved social-emotional outcomes for preschool children with disabilities.

CIS 2.1: The NHDOE, with the publishers of the two POMS assessment tools (Brookes and Teaching Strategies), will explore ways to expand data reporting and collection to include more student specific and demographic information, starting with removing the

filter that currently masks specific data. This will increase state access to disaggregated student data.

CIS 2.2: The NHDOE will investigate linking POMS data with other state education data systems. By linking to the state data system for special education (NHSEIS), POMS data could be associated with other special education data points such as: transition from early intervention, age of identification, length of time in service, disability, race/ethnicity, suspension/expulsion data, exit reasons and age at exit. By connecting to the state longitudinal data system, i4see, would yield information about race/ethnicity and long term impacts in K-12.

CIS 2.3: The NHDOE, with the NH Part C Coordinator, will assess the feasibility of gathering and reporting longitudinal outcome data for children who exit Part C and enter preschool special education.

CIS 2.4: The NHDOE Bureau of Special Education will work with the NHDOE Bureau of Data Management to determine what, if any, longitudinal data can be collected and reported specific to social-emotional outcomes for preschool children with disabilities. This data collection may have the potential to inform future root cause analysis.

CIS 3: In alignment with current initiatives, the NHDOE will support the subset of 16 districts with ongoing infrastructure and data analyses tied to the exploration stage and subsequent implementation of coherent improvement strategies designed to remedy root causes that contribute to low performance in social-emotional outcomes for preschool children with disabilities.

CIS 3.1: The NHDOE, with NH Bold, will create a framework for conducting an in-depth self-assessment for the subset of districts regarding infrastructure, data analysis and current implementation of the evidence-based practices. Each district will have supports and strategies based on the information collected. Support from national TA providers will be elicited and the team will draw from nationally developed resources/tools.

CIS 3.1.1: The in-depth data analysis will include but not be limited to: a) demographic data of preschool special education population (gender, disability, length of time in program, etc.) in general and in each of the progress categories (especially category b); c) projections for population exiting over next few years; and d) assess what data are available longitudinally.

CIS 3.1.2: The in-depth infrastructure analysis may be based on the Adapted Hexagon Improvement Strategy Exploration Tool component areas for: need, fit, resources, evidence, readiness and capacity.

CIS 3.2: A liaison will be assigned from the initiatives that are in NH Bold to work with each of the 16 districts. When possible, the person will be someone already working with the district, such as the Master Cadre assigned for SEE Change. This liaison will

work as a coach in the district, assisting the district with completing an infrastructure and data analysis and with assessing current implementation of the evidence-based practices. Based on the results of the self-assessment, the liaison will support the district with creating an action plan to address identified needs and to implement the evidence-based practices with fidelity.

CIS 3.3: Based on local in-depth data and infrastructure analyses, districts in the subset will identify current initiatives, strengths to leverage opportunities for improvement, and challenges/barriers that will identify any conditions that result in low performance (root cause analysis).

CIS 3.4: Building off the data, infrastructure and root cause analysis, districts in the subset, with coaching from their assigned liaison, will identify coherent improvement strategies. Improvement strategies will:

CIS 3.4.1: Address how to enhance the implementation of evidence-based practices within the district in order to improve social-emotional outcomes for preschool children with disabilities.

CIS 3.4.2: Describe how families will be engaged in supporting improved social-emotional outcomes for their children.

CIS 3.4.3: Progress through the stages of implementation science as part of planning and organization: exploration; installation-building system capacity; initial implementation; full implementation.

CIS 3.4.4: The subset of 16 districts will collect, analyze and use interim data as needed, to inform progress.

CIS 3.4.5: Align with existing initiatives, especially those already being implemented in the district.

Tie the district implementation plan to the district Master Plan for Professional Development and certification requirements.

CIS 3.4.7: Utilize Principals of Adult Learning Strategies (PALS) for active learner involvement in all professional development opportunities (Introduction, Application, Informed Understanding, Repeat).

CIS 3.4.8: Consider longitudinal implications (look vertically to Part C and K-12).

CIS 3.4.9: Consider community implications (look horizontally across other early childhood supports and services within the community).

CIS 4: The NHDOE will promote the capacity of the 16 districts to sustain improved results in social-emotional outcomes for preschool children with disabilities within their districts, and will align efforts to scale-up improvement strategies throughout the state.

CIS 4.1: In order for the 16 districts to sustain their capacity to implement the evidenced-based practices with fidelity, the coherent improvement strategies developed by the districts will include strategies to:

CIS 4.1.1: Build personnel capacity to utilize data to inform instruction in order to improve social emotional outcomes for preschool children with disabilities.

CIS 4.1.2: Create mechanisms to ensure ongoing training and support regarding POMS and the implementation of DEC Recommended Practices.

CIS 4.1.3: Educate administration and school board members about the cost-benefit of quality early childhood supports and services.

CIS 4.1.4: Define markers of success and evaluate the improvement strategies. Use evaluation data for continuous improvement at each district.

CIS 4.2: In order to scale-up improved social-emotional outcomes for preschool children across the state, the NHDOE, with the NH Bold leadership, will support the expansion of this work beyond the 16 districts identified in the subset.

CIS 4.2.1: Ongoing alignment across preschool special education and related initiatives to promote activities statewide that increase the likelihood of improving social-emotional outcomes for preschool children with disabilities.

CIS 4.2.2: National resources will be maximized to promote high quality support, including: A. DEC (Division of Early Childhood: Council of Exceptional Children) Recommended Practices B. ECTA is developing practice guides and checklists to be used to rate and track practitioner implementation of the DEC Recommended Practices.

C. Other centers such as the IRIS Center or the National Center for Systemic Improvement (NCSI) are developing products that may be of value.

CIS 4.2.3: The NHDOE, in collaboration with the NH Parent Information Center, will develop resources for districts that increase family engagement and promote positive social-emotional outcomes for preschool children with disabilities. Areas of focus may include:

> *A. How schools communicate with families about concerns regarding a child's social-emotional development*
>
> *B. Strategies to support social-emotional development at home*
>
> *C. Strengthening the understanding of the role of district in helping families connect to social-emotional resources*

iSocial Leadership Team *Reflection and Planning Tool*

Purpose of this tool: promote *sustained impact* at the local level

This tool is organized around key processes that have been shown to predict successful implementation of complex initiatives. Local leadership teams that understand these processes, discuss them regularly, and build their Action Plans around them, will have a more potent and enduring impact on the well–being of their community's children.

While local leadership teams enhance their impact by attending to these key processes, the State Leadership Team enhances its impact by peering over your shoulders and learning. Your responses to the survey questions in this tool help us gather data about your challenges and successes, so we can offer the most helpful infrastructure and training to support your efforts.

Key Processes reflected in this tool

Leadership and Coordination	How is your team addressing team functioning, coordination and developing policies and practices that support your goals?
Stakeholder Engagement	How does your team incorporate perspectives of all stakeholders into your decision making?
Professional Development / Capacity Building	How are you supporting/growing program and staff capacity to for Pyramid Model implementation?
Access to and Use of Data	How does data contribute to your team's decision making and communication with stakeholders?
High Quality Practices	How is your team identifying and supporting evidence-based practices wherever feasible?
Reflecting on successes and challenges	What can your team learn from your successes and challenges this year?

How to use this tool

This tool is designed to be completed by the Leadership Team as a whole, during one or more meetings as you see fit. There is no "correct" sequence to the sections – tackle them in whatever order makes sense for your team. *The most important purpose of this tool is to stimulate discussions about the key sustainability processes*, so each section begins with discussion prompts. A secondary purpose of the tool is for the State Leadership Team to learn something about your work, which is why we include some survey questions in each section. This tool has been designed to serve Leadership Teams in multiple contexts, so prompts and survey questions may have different implications for different types of leadership teams.

Please use *the past program year* as your frame of reference for answering the survey questions.

Using the survey response scales. Four–point response scales have been shown to be very effective in capturing the general flavor of respondents' opinions, but the specific wording of the four response options in this survey is less important than their relative position. You may find it helpful to *first* decide whether your response should be in the top or bottom half of the scale, *then* decide whether you wish to lean a little bit – or a lot – in that direction.

1

iSocial Leadership Team *Reflection and Planning Tool*

The data you share with us will be used to inform continuous improvement of iSocial. Aggregate responses to this survey will be shared with the State and local Leadership Teams in summary format. Individual teams will not be identified in any reports or other public communications.

iSocial Leadership Team *Reflection and Planning Tool*

Section 1: Leadership and Coordination

In this section we seek to stimulate your thinking about how you are organizing your team's efforts, and the extent to which you've been able to align those efforts with other activities that are also happening in your site or community.

Discussion Prompts (select as helpful to fuel your reflection/planning)

> How is the leadership team able to identify the critical elements (non-negotiables) of the practices being implemented? Are all the critical elements commonly understood by all implementers?

> For Community Collaborative Leadership Teams: to what extent do you feel clear about the goals of each relevant initiative in your community? Define "relevant" as seems appropriate to you – minimally other initiatives that are explicitly implementing the Pyramid Model, but could also include a broader array of programs addressing social-emotional wellness of preschool age children.

> What could leaders in your context be doing to increase support for implementing and sustaining Pyramid Model programs or practices?

> What could leaders in your context be doing to address barriers to implementing and sustaining Pyramid Model programs or practices?

> How are Site Leadership Teams and Community Collaborative Leadership Teams supporting each other in your community?

Survey Questions

To what extent has your Leadership Team . . .	Not at all	A little bit	A moderate amount	A great deal
1.1 . . . adopted a consistent meeting time?;	1	2	3	4
1.2 . . . adopted processes that help to manage your time effectively?;	1	2	3	4
1.3 . . . adopted tools or mechanisms to monitor meeting outcomes?;	1	2	3	4
1.4 . . . adopted a meeting structure that defines and assigns action items emerging out of all discussions?	1	2	3	4

1.5 Which programs, initiatives, and/or activities in your program, district or community were most integrated or aligned with iSocial this project year? List up to three.

iSocial Leadership Team *Reflection and Planning Tool*

Over the past year, to what degree did you experience success in aligning or integrating your pyramid model work with other initiatives in your site, district or community?	Not at all	A little bit	A moderate amount	A great deal
1.6 aligned vision, mission, or goals/outcomes	1	2	3	4
1.7 blended or braided funding	1	2	3	4
1.8 shared leadership or overlapping team member representation	1	2	3	4
1.9 shared data sets, systems, forms or assessments	1	2	3	4
1.10 shared professional development opportunities	1	2	3	4

iSocial Leadership Team *Reflection and Planning Tool*

Section 2: Stakeholder Engagement

Discussion Prompts (select as helpful to fuel your reflection/planning)

What systems are in place to recruit staff buy–in and feedback?

For community collaboratives: How have you developed awareness and recruited programs and schools to be involved?

What systems are in place to ensure that there are opportunities at a variety of levels for families to be involved in supporting the social emotional development of their children?

What systems are in place to support families in the use of Pyramid Model strategies at home?

Survey Questions

To what extent does your Leadership Team . . .	Not at all	A little bit	A moderate amount	A great deal
2.1 . . . include family representation?	1	2	3	4
2.2 . . . have regular (routine) procedures for assessing / promoting program or staff buy-in regarding pyramid model implementation?	1	2	3	4
2.3 . . . have regular (routine) procedures for two-way communication with families about pyramid model implementation?	1	2	3	4
2.4 . . . have regular (routine) procedures for two-way communication with other stakeholders about pyramid model implementation?	1	2	3	4
2.5 . . . include program administrators and other key personnel from community agencies who are committed to improving social emotional development?	1	2	3	4

iSocial Leadership Team *Reflection and Planning Tool*

Section 3: Professional Development / Capacity Building

Discussion Prompts (select as helpful to fuel your reflection/planning)

> What professional development has your leadership team prioritized and supported?
> How are resources allocated to support professional development?
> How is coaching made available to reinforce effective implementation of the practices?
> Who has access to coaching?
> Should access to coaching be expanded, and what are the barriers to expanded access?
> What is your plan to sustain professional development and coaching over time?

Survey Questions

Our Leadership Team has developed a plan to . . .	Not true	Partially true	Mostly true	Very true
. . . make Pyramid Model training and coaching accessible to support high-fidelity implementation of the pyramid model in our community.	1	2	3	4
. . . increase capacity to deliver Pyramid Model training and coaching with local resources (internal to our organization or community).	1	2	3	4

iSocial Leadership Team *Reflection and Planning Tool*

Section 4: Access to and Use of Data

Discussion Prompts (select as helpful to fuel your reflection/planning)

> How is your team using data to inform continuous improvement efforts? What data is being used?
>
> How have decision–making processes evolved toward greater reliance on data?
>
> How is data used in communication with stakeholders?

Survey Questions

To what extent has your Leadership Team used data to . . .	Not at all	A little bit	A moderate amount	A great deal
4.1 . . . make decisions about Pyramid Model implementation in your site or community?	1	2	3	4
4.2 . . . monitor child well-being in your community?	1	2	3	4
4.3 . . . illustrate outcomes of your work?	1	2	3	4

Please indicate whether any of the following types of data sharing were practiced by your team in the past year (check all that apply) . . .	Child, program, or community needs data	Fidelity of implementation data (e.g., BOQ, TPOT)	Family engagement data	Child or program-level outcome data
4.4 . . . *at least quarterly* with your full leadership team				
4.5 . . . *at least annually* with your Collaborative partners				
4.6 . . . *at least annually* with your external stakeholders				

iSocial Leadership Team *Reflection and Planning Tool*

Section 5: High Quality Practices

Discussion Prompts (select as helpful to fuel your reflection/planning)

What methods are being used to monitor implementation of quality practices, and how frequently?

How are your team's resource allocation decisions reflecting a commitment to implementation of quality practices?

For Community Collaboratives: What systems are you putting in place to support high quality professional development?

Survey Questions

To what extent are the following statements true for your team?	Not true	Partially true	Mostly true	Very true
5.1 We've developed a list of high-quality trainers and coaches to support implementation of pyramid model.	1	2	3	4
5.2 We've developed a plan to support the ongoing teaching and use of program-wide expectations.	1	2	3	4
5.3 We've developed shared procedures for responding to challenging behavior.	1	2	3	4
5.4 We've used fidelity assessments (TPOT/TPITOS/BOQ) to guide action planning for continuous quality improvement of Pyramid Model implementation.	1	2	3	4
5.5 We've identified resources to support the development of behavior support plans for persistent challenging behavior.	1	2	3	4

iSocial Leadership Team *Reflection and Planning Tool*

Section 6: Reflecting on Successes and Challenges

6.1 What was your Leadership Team's greatest success in advancing your priorities this year?

_____

_____

_____

6.2 What factors contributed most to this success?

_____

_____

_____

6.3 What was your Leadership Team's greatest challenge in advancing your priorities this year?

_____

_____

_____

6.4 What are your team's next steps in advancing your work next year? Please list up to three below:

_____

_____

_____

2019 iSocial Trainings

Title of Training	Date/s of Training
eModule Infant/Toddler Series	Group Coaching Calls: Jan. 3, 2019 Jan. 17, 2019 Feb. 5, 2019 Feb. 19, 2019 Mar. 5, 2019 Mar. 19, 2019 Apr. 9, 2019 Apr. 18, 2019 Apr. 30, 2019
eModule Preschool Series	Group Coaching Calls: Jan. 10, 2019 Jan. 24, 2019 Feb. 7, 2019 Feb. 21, 2019 Mar. 7, 2019 Mar. 21, 2019 Apr. 4, 2019 Apr. 25, 2019 May 9, 2019
PM Module 1 Infant/Toddler (Face-to-Face)	Feb. 5, 2019
Implicit Bias Training	March 5, 2019
PM Module 2 Infant/Toddler (Face-to-Face)	March 6, 2019
PM Module 3 Infant/Toddler (Face-to-Face)	March 18, 2019
PM Module 3 Preschool (Face-to-Face)	March 20, 2019
Implementation Site Readiness Training	March 28, 2019
Peer-to-Peer Coach Training	March 29, 2019
PM Module 3 Infant/Toddler (Face-to-Face)	Apr. 1, 2019
PM Module 1 Preschool (Face-to-Face)	April 2, 2019
Practice-based Coaching	April 18-19, 2018
PIWI - Parents Interacting with Infants	April 29, 2019
PM Module 2 Preschool (Face-to-Face)	April 30, 2019
Trauma-Informed Care and PM	May 7, 2019
PM Module 3 Preschool (Face-to-Face)	June 4, 2019
TPOT	July 15-16, 2019
TPITOS	July 18-19, 2019
Trauma-Informed Care and PM	July 24, 2019
Trauma-Informed Care	Sept 13, 2019
PTR-YC	Sept 25, 2019
PM Preschool Mod 1	Oct. 7, 2019
PM Infant/Toddler Mod 1	Oct. 9, 2019
PM Preschool Mod 2	Oct. 21, 2019
PM Infant/Toddler Mod 2	Oct. 23, 2019
PM Preschool Mod 3	Nov. 4, 2019
PM Infant/Toddler Mod 3	Nov. 13, 2019
Practice-based Coaching Cohort Support Call	Jan 10, Feb 14, Mar 7, Apr 5, May 10, Jun 20
Practice-based Coaching Cohort Systems, Planning & Feedback Cohort Call	Jan 17, Feb 21, Mar 21, Apr 16, May 23, Jun 27
PTR-YC PLC	Monthly Calls with Ron Roybal (Jan-May, 2019)
Process Coach Monthly Coaching Calls	Jan-December 2019
iSocial Learning Collaborative	Feb. 8, 2019
TPOT/TPITOS Administrator PLC Calls	Apr 2019, Jun 2019, Sept 2019, Nov 2019
iSocial Learning Collaborative	May 16, 2019
Reciprocal Peer Coach Training (in Plymouth)	August 19, 2019
iSocial Evaluation Overview Webinar	October 25, 2019
Family Engagement Webinar	October 29, 2019
Data Coordinator Call	November 8, 2019
iSocial Learning Collaborative	November 14, 2019
iSocial Web-based Discussion - Scale-up	December 10, 2019
For IHEs - Secondary Trauma: Promoting Resilience and Wellness	7-Jan-20
Practice-based & Process Coach PD with September Gerety	31-Jan-20

New Hampshire's iSocial system

Improving social-emotional outcomes of infants, toddlers and young children with disabilities (birth to age 5) in New Hampshire

From early childhood, social and emotional skills help us to interact with others, navigate conflict, recruit support when needed, and set the stage for success in school and life.

The NH Department of Education, in partnership with early childhood educators and other professionals (referred to here as "practitioners"), is developing a state-wide system called "iSocial," to reinforce these skills along the pathway into school. iSocial is built around the **Pyramid Model**, an evidence-based framework supporting positive social and emotional outcomes for children. iSocial seeks to benefit all children, prioritizing children with disabilities because they are at higher risk for social and emotional difficulties.

NH's iSocial system involves:

Prioritizing local leadership

Training and coaching early childhood settings to support Pyramid Model practices

Collaborating with families to build success

Helping leadership teams use data to support their goals

What is the Pyramid Model?

The Pyramid Model supports the social and emotional development of children by:

- Promoting learning by building positive relationships among children, families and early childhood professionals
- Understanding the need to develop behavior expectations and how to provide social skills support
- Creating an environment where every child feels good about coming to school
- Providing children individual support as needed

What is gained by using the Pyramid Model?

Families
- Receive information on how to promote social & emotional skills
- Receive support for preventing and addressing challenging behavior
- Team with teachers to help children learn and grow

Children
- Increase their social and emotional skills
- Improve their kindergarten readiness

Professionals
- Have information and resources to support families
- Are effective in helping children learn social and emotional skills
- Have enhanced skills for responding to challenging behaviors

Where can I learn more?

www.pyramidmodel.org
www.challengingbehavior.org

PARENT INFORMATION Center   The Race2K Project is funded by the NH Department of Education, Bureau of Special Education and is a project of the Parent Information Center.

New Hampshire
Department of Education

Essential Ingredients of iSocial

Prioritizing local leadership

iSocial depends on leadership at community, site, and state levels. *Community Collaboratives* identify priorities, bring together the right organizational partners, and build support for efforts that will endure. Within each Collaborative, schools and other early childhood organizations are recruited to serve as iSocial pioneers, implementing the Pyramid Model in a variety of settings such as district pre-schools, private childcare centers, Head Start, and home visiting programs.

Site Leadership Teams develop program-level capacity to implement the Pyramid Model with the children and families they serve. Coaches help practitioners and sites refine their practices to promote healthy child development.

The *State Leadership Team* develops state systems to support training, coaching, and using data to inform local decision-making.

2018-19 Leadership Teams

State — 1
Collaboratives — 5
Sites — 16
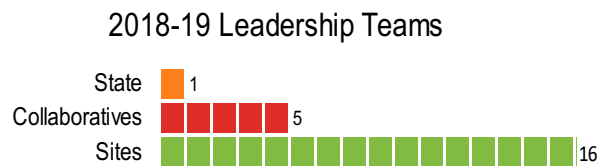
All of these teams engage in ongoing action planning based on their data and goals. Action plans provide a roadmap for supporting implementation of the Pyramid Model across the state.

Training and coaching support Pyramid Model practices

Training in the Pyramid Model is provided through in-person and online workshops and other presentations. Training events address leadership, creating supportive environments and positive relationships, and providing targeted and individual supports for social emotional growth and improved behaviors.

Practice-based coaching helps practitioners define goals, plan action steps, engage in focused observation, and reflect on their teaching practices. This long-term, intensive learning partnership shapes expertise and confidence, and models Pyramid Model innovation for colleagues at the implementation site. The chart below shows the spread of the Pyramid Model across NH by these coached practitioners, with eight school district ("SSIP") early childhood sites in gray, and five community ("SPDG") early childhood sites in green. By the Spring of 2019, nearly 1000 NH children and their families had been touched by the Pyramid Model.

8 SSIP & 5 SPDG sites reaching 969 children

White Mountains Child Development Center: 17
SAU 9: 71
Plymouth Center: 32
The Children's Center: 11
Alton: 70
Claremont: 72
Somersworth Early Learning: 14
Concord: 101
Somersworth: 153
Keene Day Care: 12
Keene: 125
Bedford: 69
Timberlane: 222

New Hampshire

Massachusetts

New Hampshire
Department of Education
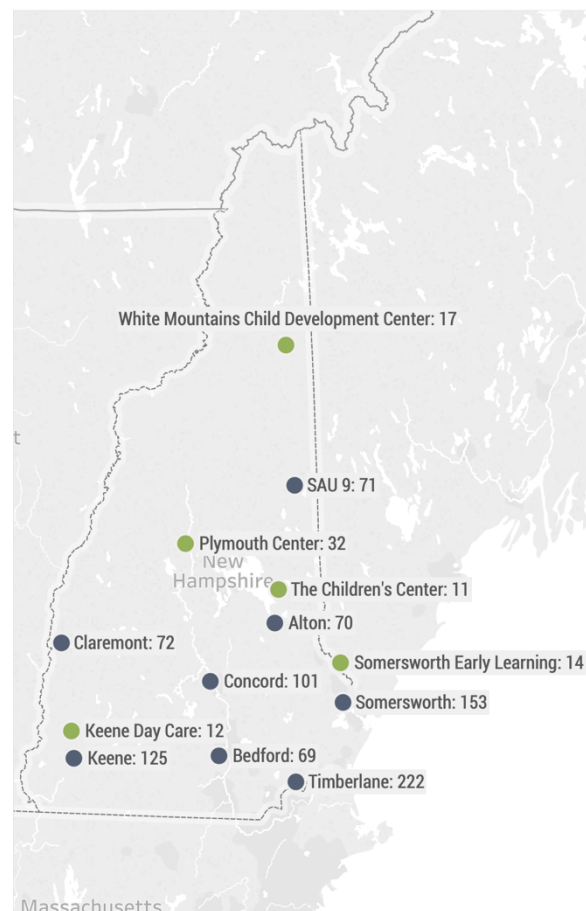
Essential Ingredients of iSocial

Collaborating with families to build success

Forging a partnership with families is a central focus of the Pyramid Model. iSocial leadership teams and practitioners collaborate with families in understanding and responding effectively to their children's needs. This collaboration includes regular communication, engagement in daily activities, family supports, and meaningful leadership roles that support family voice and advocacy at the program, community, and state level.

Beyond partnering for success in the early childhood environment, programs and practitioners strive to support families in their use of the Pyramid Model in the home. One key strategy is *Positive Solutions for Families*, a parent workshop series providing dedicated time for families to engage with facilitators, explore and experiment with the practices, and share their reflections and feedback.

> " As a parent, sometimes it is very lonely raising toddlers. When you are in a room with other parents who are going through exactly the same thing, you learn that your kid is not the only one who acts out at the library or tries to run away from you in supermarket. You are not alone. "
>
> *Heather, parent participant in Positive Solutions for Families*

Helping Leadership teams use data to support their goals

Like all dedicated practitioners, iSocial participants strive to learn and improve from their own experience. Availability and use of local data drives learning organizations. iSocial is investing heavily in these capacities, guided by the priorities of local leadership teams.

The DoE has developed a suite of data collection tools and an online reporting platform that enables local sites to enter their data and see individualized reports designed to support their learning. Training activities and iSocial coaches are helping local leadership teams and practitioners to ask critical questions and identify the information that would be most useful in their planning. Then they extract that information from the iSocial data system or other sources, and analyze it for patterns that indicate successes and opportunities. They translate their findings into action plans and later, regroup to examine data and reflect on the impact of their actions, surfacing any new questions and beginning the cycle again.

New Hampshire
Department of Education

iSocial Vision

iSocial rests on the belief that leadership at multiple levels – built around local priorities – is needed to strengthen best practices in early childhood settings. Those practice enhancements, in turn, improve child outcomes. The figure below illustrates this vision.

iSocial = Local priorities shape Pyramid Model infrastructure

Leadership, governance, alignment help to develop focus

Training builds quality and capacity

iSocial supports learning organizations

State brings experts, data systems

Local teams implement Pyramid Model

Workforce grows

High quality coaching / training

More data use for decisions

Measuring child outcomes

Pyramid Model infrastructure strengthens practice

Positive relationships and environments

Effective partnership with families

Fidelity to Pyramid Model improves

Evidence of whole school/site cultures shifting

Coaches see practitioner growth

Local teams refine school/site practices

Practice changes begin to improve outcomes

Family engagement robust

Child social-emotional growth improves

New Hampshire
Department of Education

iSocial Leadership

Diversity of perspectives is needed to build a system that meets NH's local needs; honors and supports the dedication of our early childhood practitioners and families; utilizes the technologies and expertise of the NH Dept of Education (DOE); and aligns with federal and state administrative requirements for early childhood programs. Only a system that meets all of these criteria will be capable of recruiting the support that will sustain it beyond the initial period of funding.

iSocial leadership is multi-level: shared across state, community collaboratives, and implementation sites

2018-19 Leadership Teams

State 1
Collaboratives 5
Sites 16
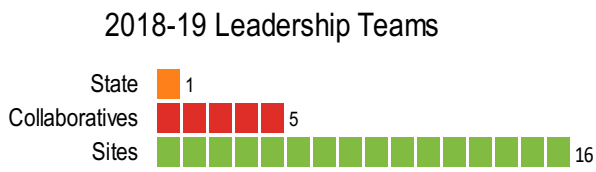
iSocial leadership teams receive expert coaching in:

Providing administrator support;

Consistently implementing evidence-based practices;

Developing effective teams;

Sharing data often;

Supporting high quality professional learning;

Enhancing access to practice-based coaching

iSocial leadership is diverse in voice and expertise

Not all roles are needed on any given team, but diversity contributes wisdom.

Percentage of local leadership teams that include . . .

Data Coordinator
School District Admin
Child Care Admin
Practitioner/Teacher
Community Agency Lead
Preschool Coord
Behavior Support
Head Start Admin
Parent/Family Member
Family Resource Center
Related Svcs Personnel
Teacher Assistant
Home Visiting Org
Family Center Early Support
Comm Mental Health
After School prg
Philanthropic Org

0%   50%   100%

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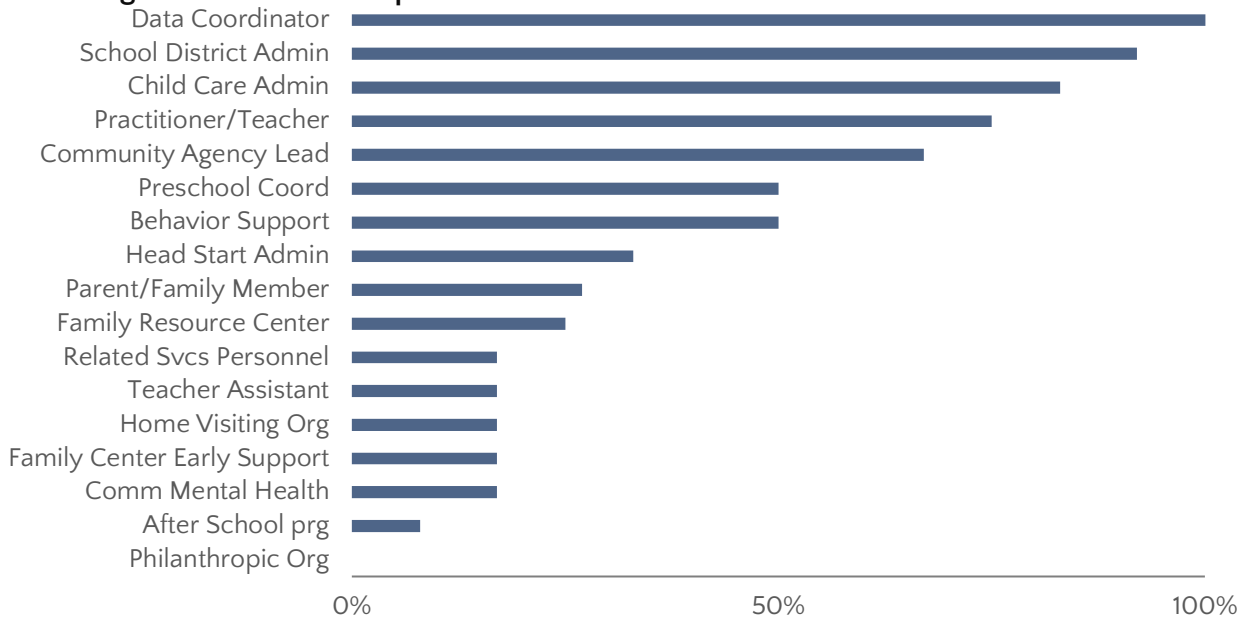
Fidelity of Pyramid Model Implementation

Fidelity of implementation means ensuring that an intervention delivers its "active ingredients" at full strength. Without deliberate attention to fidelity, intervention practices tend to drift in ways that dilute their potency. iSocial incorporates several strategies to support fidelity of Pyramid Model implementation at Practitioner, Community, and Site levels

Fidelity for Practitioners

At the individual practitioner level, *validated administrators* observe and rate the quality of classroom-level practices using the Teaching Pyramid Observation Tool (TPOT), which is then used by practitioners and practice-based coaches to collaboratively review and refine their enactment of the Pyramid Model (see iSocial report on Practice-Based Coaching). TPOT is administered to each practitioner in Fall and Spring. Those who began in 2016 have five TPOT measurement occasions represented to the right; those who began in 2017 have three measurements; and those who began in 2018 have just the Fall 2018 measurement. TPOT fidelity requires both a score exceeding 80%, and no "red flag" events. Fidelity is very challenging to attain: virtually none do at the first administration, but all did by two years.

100% of practitioners reach fidelity threshold in two years

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

Cohort ▬ 2016   ▬ 2017   ▬ 2018

100%
53%
0% (F16)   5% (F17)   5% (F18)

F16   S17   F17   S18   F18
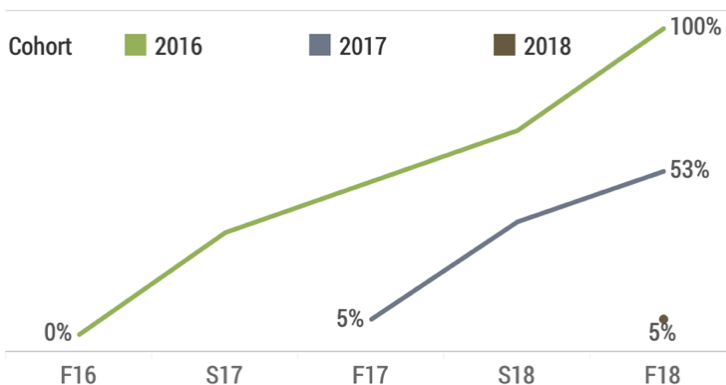
Fidelity for Community and Site Leadership Teams

At the level of site and community leadership teams, iSocial supplies *process coaching* to maintain focus on the essential "drivers" of high-quality Pyramid Model implementation. Each team has a process coach who helps the team understand and strengthen such implementation drivers as administrator support, consistent educational practices, effective team functioning, data-based decision making, and high-quality professional learning. The Pyramid Model has identified "Benchmarks of Quality" that characterize high fidelity implementation practices for leadership teams at community collaboratives and early childhood sites. iSocial community leadership teams rate the degree to which they have attained these benchmarks using the Community BOQ tool, while site leadership teams make parallel assessments using the Site-level BOQ. Results from these assessments, below, show the fruits of iSocial's focus on fidelity of implementation.

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Community Level Fidelity

School District (SSIP) and non-district (SPDG) collaboratives operate in different contexts, and thus have different priorities. SPDG teams focused early on coordination and funding to establish a strong foundation for sustainability, whereas SSIP sites were more concerned with getting leadership, technical assistance, and administrative support in place.

SSIP (district) Community Benchmarks of Quality show priority on leadership, technical assistance, and administrative support

SSIP Comm Element Scores
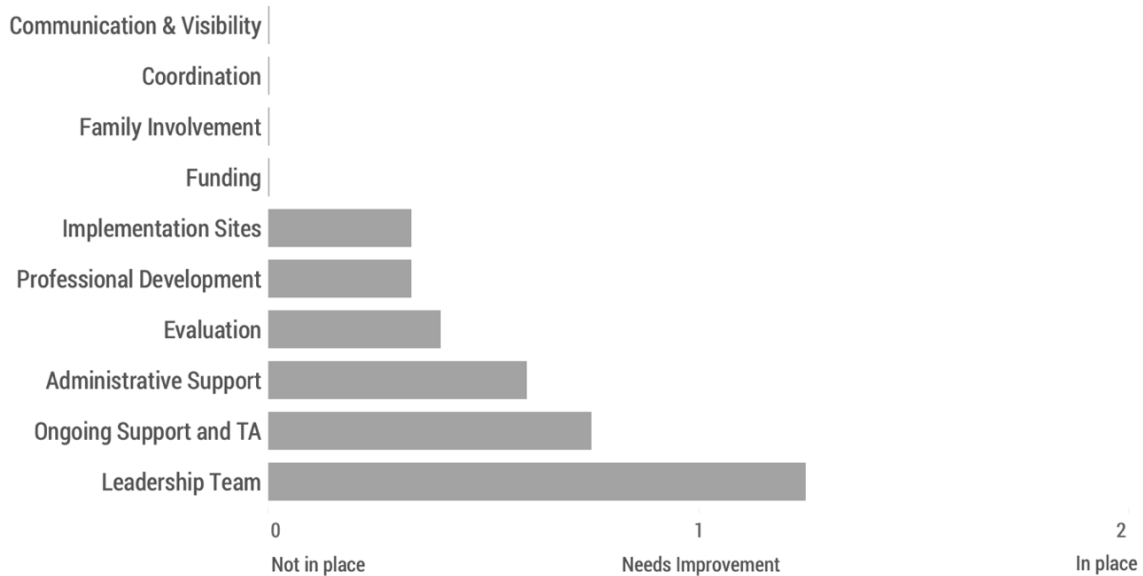
SPDG Community Benchmarks of Quality show priority on coordination and funding

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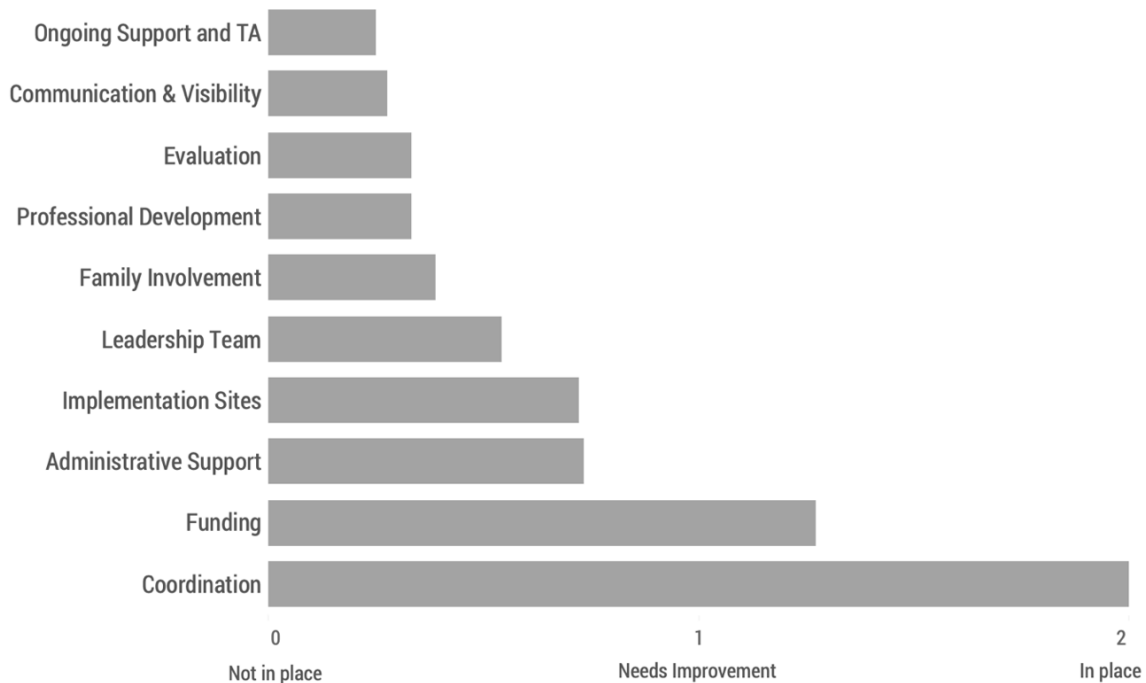
Site Level Fidelity

SSIP, or school district, sites commenced implementation in 2016, so their BOQ trajectory demonstrates three years of evolution, with all elements approaching "in place" by year 3. SPDG, or non–district, sites began implementation in 2018.

SPDG Site-level Benchmarks of Quality show emerging implementation of Pyramid Model in Year 1

	0	1	2
	Not in place	Partially in place	In place

SSIP Site-level Benchmark of Quality scores improve over 3 years; implementation of Pyramid Model maturing

Critical Element	History	2017 ‖ 2019
Monitoring implementation and outcomes	1.43	
Family involvement	1.34	
Professional development and staff support plan	1.36	
Teaching & acknowledging program-wide expectations	1.52	
Program-wide expectations	1.60	
Staff buy-in	1.50	
Procedures for responding to challenging behavior	1.33	
Establish leadership team	1.56	
Classroom implementation of Pyramid Model	1.58	

2017   2018   2019   0 (Not in place)   1 (Partially in place)   2 (In place)

iSocial Readiness and Sustainability

iSocial stakeholders have shared a commitment to rooting this innovative system in fertile and durable conditions. Leadership teams at all levels have been guided by experts in the science of implementing and sustaining innovations. iSocial was designed from the outset to prioritize the elements most reliably associated with high fidelity implementation and sustainability. This infrastructure continues to evolve in response to the accumulating experience of diverse communities participating in iSocial. Below, we highlight a few of the lessons learned to date.

Supporting Readiness for Implementation

Sites are guided to:

Recruit the necessary partners

Develop program vision

Understand the roles and resources of a leadership team

Focus on "Implementation drivers": meeting time, training, coaching, family engagement

Central Role of Data Capacity

Data Coordination is represented on all iSocial Leadership Teams

Research indicates that frequency of data sharing is among the strongest predictors of innovation sustainability

iSocial data system is designed to make data routinely accessible to local decision makers (leadership teams), in order to support better action planning

Administrator Support Necessary for Sustainability

Administrators contribute a unique and crucial perspective on sustainability

Administrator support critical for data use in decision making

iSocial has recruited administrators to join local leadership teams and participate in training activities

Regional Collaboration Contributes to Sustainability

Community-level leadership teams recruit the players and align with existing local initiatives to promote momentum.

School Districts Pilot Tapering DoE Supports in 2019-20

The initial phase of iSocial was supported by the State Systemic Improvement Plan (SSIP) grant, which focused on implementation of iSocial in school district early childhood programs. With the SSIP grant drawing to a close this year, district leadership teams collaborated with the NH Dept of Education to design flexible, tapering supports for transition to more locally driven sustainability. Transitional supports have included continued access to practice-based coaching and observational assessments (TPOT), process coaching to elevate internal capacity of site leadership teams, continued access to the iSocial data system, and invitations to participate in trainings and professional learning communities.

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iSocial

Building the iSocial Workforce through High Quality Professional Development

Establishing and sustaining the Pyramid Model in New Hampshire depends on engaging the dedication and skills of the early childhood workforce. Investment in workforce yields long term returns, as practitioners use and share approaches throughout their careers. iSocial has launched an extensive program of training in the Pyramid Model, offered to a wide array of iSocial stakeholders.

35 2018–19 training events

- Coaching: Practice-based; Group; Peer-Peer
- Site Readiness, Collaborative and Site Leadership Trainings
- Pyramid Model Modules 1, 2, & 3
- TPOT™ /TPITOS™ Trainings for observers
- Positive Solutions for Families
- Prevent, Teach, Reinforce for Young Children (PTRYC)
- Focus Topic Areas: Trauma Informed Care and Implicit Bias

70 Facilitators trained in *Positive Solutions for Families*
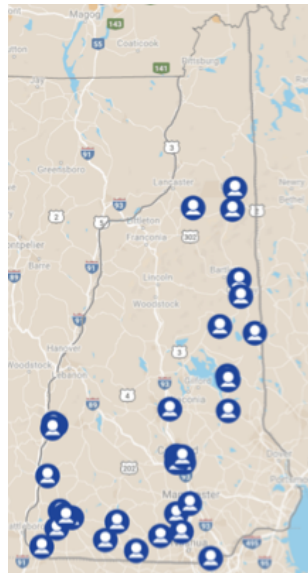
Training reaches participants from >100 organizations in multiple roles

Other, 12%
Project Partners, 13%
Admin, 21%
Practitioners, 54%
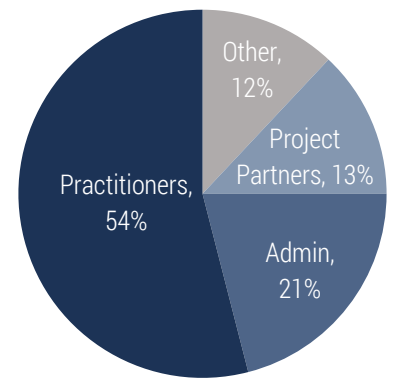
Feedback Supports Training Quality: Year Two Training Results

iSocial's feedback survey invites participants to rate the quality of the presentation, the amount that they learned in relation to the training objectives, and their overall satisfaction with the experience. It also invites comments about what participants liked best or suggestions for improvement.

75–95 % of respondents "agreed" or "highly agreed" with favorable descriptors of training quality

30% Increase in self-rated knowledge: from 2.0 pre-training to 2.6 post-training (on a 3-point scale)

✔ Satisfaction was rated at 2.3 out of 3 possible points

Insights gleaned from participant comments:

Routine orientation to iSocial purpose and strategy helpful

Participants value learning from their peers' experience

Working in small groups often enhances the training experience

Early childhood settings in which iSocial is being implemented are diverse (and have widely varying needs)!

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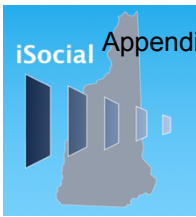
Practice-Based Coaching

Individualized coaching translates knowledge into consistent, effective practice. Access to coaching is a key to implementing and sustaining high fidelity Pyramid Model early childhood environments throughout the state.

Practice-Based coaching is defined by three components:

Shared goals and action planning (to focus coaching on what's important to the practitioner)

Focused observation of the targeted practice (how would we know it when we see it?)

Reflection and feedback (what did we observe, and how should it inform the next phase of the action plan?)
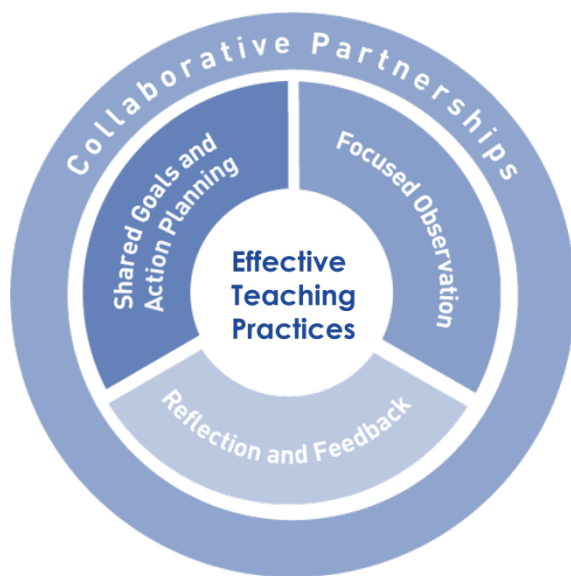
The chart below depicts the infusion of iSocial practice-based coaching into NH, with the number of practitioners receiving coaching each year in the line graph (top), and the duration of coaching for each of the 28 currently coached practitioners in the bar graph (bottom).

iSocial workforce at a glance

of Practitioners coached, by year
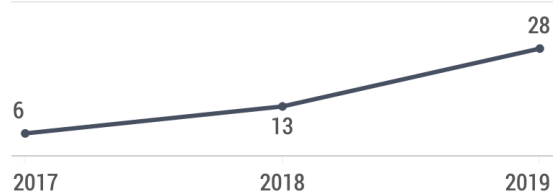
Duration of coaching (days; line=1 yr)

New Hampshire
Department of Education
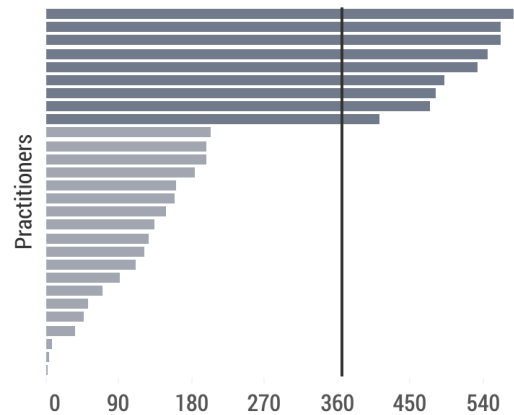
iSocial Partnership with Families

iSocial respects and supports the family's primary role in nurturing, teaching, and advocating for their children. When the programs where children learn are able to work together with families, children develop more positive attitudes toward school, have better attendance, and ultimately stay in school longer and experience greater success.

iSocial embraces two broad goals for partnership with families.

1st Family connection with the early childhood setting, ensuring that family voice is heard and that families experience a sense of being welcomed and respected.

2nd Encourage and support use of Pyramid Model principles in the home, through sharing information and strategies with caregivers.

iSocial monitors its success with these goals from three perspectives:

Family members complete an annual survey about how connected they feel to the setting and practitioner, and how much they feel supported to bring Pyramid Model practices into their homes.

Practice coaches interview practitioners about family engagement as part of their Fall and Spring assessments.

Site leadership teams rate their family engagement practices annually, along with other Pyramid Model Benchmarks of Quality implementation. Family engagement best practices include soliciting family input in planning and decision making; sharing resulting program plans via multiple mechanisms; engaging regularly with families through a variety of formats; partnering with families in planning for individual children.

New Hampshire
Department of Education

The charts below show families' responses to the Family Engagement Survey, administrator ratings from the Teaching Pyramid Observation Tool (TPOT), and site self-ratings from the Benchmarks of Quality (BoQ) tool. All of these instruments include multiple items that assess components of partnering with families, but that are combined here into summary scores for *Connecting with Families* and *Supporting Family use of the Pyramid Model*.

Family Perspective

Summary scores from the Family Engagement Survey are presented in the chart below, with first year data as wide bars, and second year data as the narrow bars. This data indicates that families are experiencing strong engagement from the very beginning of their involvement with iSocial.

Families feel engaged by practitioners
Family engagement domain   2016-17 || 2017-18
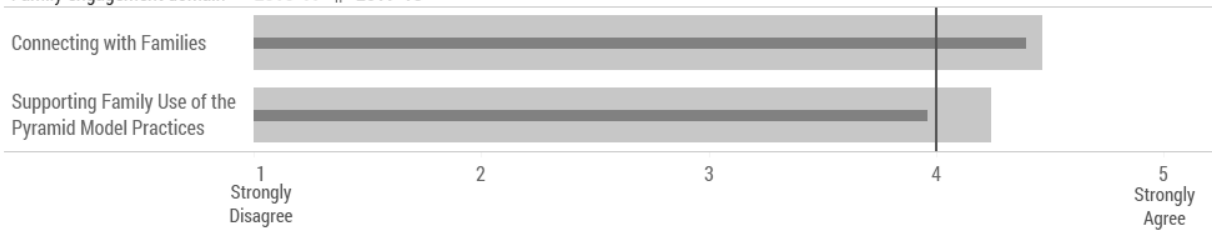
Practice coach perspective

The charts below show average TPOT ratings for all practitioners who began their coaching in each year (cohort) of iSocial. The "Score by period" trend line in the middle of each chart shows how the ratings have changed across 5 TPOT ratings for all practitioners who began in 2016, 3 for those who began in 2017, and the single Fall rating for those who began in 2018. The bars on the right side of the chart show the change from the earliest rating (wide bar) to the most recent (narrow bar). The trend lines show steady improvement over time, and the bars show that the average practitioner reaches near or above the 80% target score within a year.

TPOT shows improved connection with family and use of Pyramid Model at home

New Hampshire
Department of Education
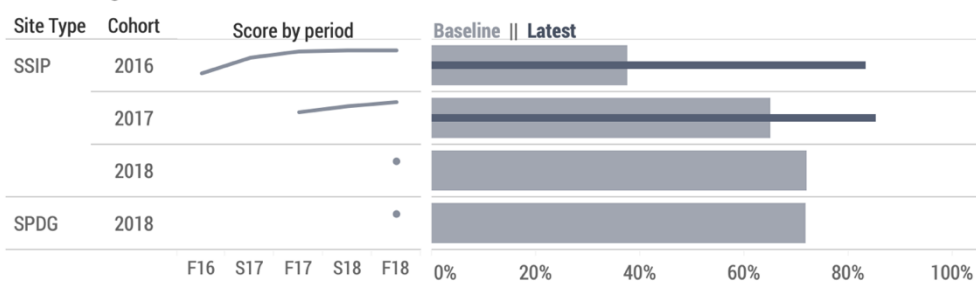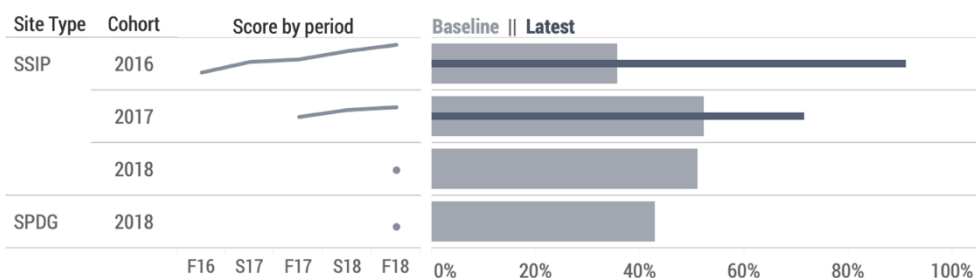
Site leadership team perspective

The site-level Benchmarks of Quality scores in the chart below reveal growing adoption of conditions that support high quality family engagement. These conditions include recruiting family voice in planning and decision making in iSocial, family involvement in planning for their own child, and extending that planning into shaping the home environment. School district (SSIP) sites have improved their scores every year, and community (SPDG) sites are just reporting their initial scores.

The Benchmarks of Quality shows Family Involvement improves over time

SSIP	2017	
	2018	
	2019	
SPDG	2019	

0	1	2
Not in place	Paritally in place	In place
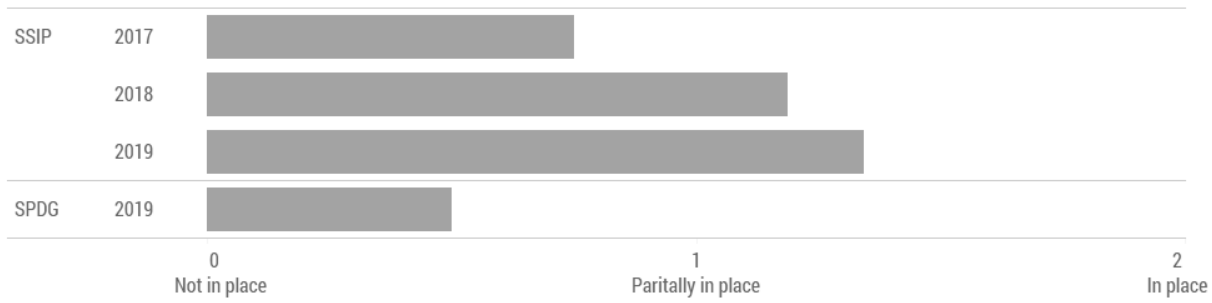
iSocial Promotes Data–Based Decision Making

Data Use → Program Sustainability

Research has shown that one of the most robust predictors of sustained practice innovations is routine use of data to inform decisions. From its inception, iSocial has been driven by stakeholders' determination to integrate diverse data streams bearing on children's social–emotional needs. The ability to make this data routinely accessible to local decision makers has been a central focus of iSocial infrastructure investment. The NH Dept of Education (DOE) has developed a suite of data collection tools and an online reporting platform that enables local sites to enter their data and see reports designed to support their learning.

iSocial Data System Elements

Leadership Team Action Plans

Practice Fidelity (TPOT)

Site-Level Benchmarks of Quality

Community-Level Benchmarks of Quality

Coaching logs

Each year, iSocial has surveyed leadership teams about their use of the iSocial data system, as well as their technical assistance needs to support growing use of their own data. At the outset of iSocial in 2016, leadership teams indicated that they needed more support with accessing and understanding their data. The DOE responded by developing a series of training events and ongoing collaborative activities designed to elevate data use for decision making and communication with constituents. Feedback from the school district (SSIP) sites that pioneered iSocial helped to shape the training and guidance provided. The experience of these district sites demonstrated that substantial improvements are possible, but also that these skills take guided practice to develop. As non–district (SPDG) sites began to implement iSocial in 2018-19, SSIP peers and community collaboratives have lent their experience to help SPDG sites perceive new opportunities and acquire new skills.

SSIP sites have made major strides over the past three years in their ability to access locally relevant data, sharing that data with internal and external community stakeholders, routine discussion of data as part of team meetings, and use of data to monitor program performance and inform decisions.

New Hampshire
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iSocial (SSIP/SPDG) Evaluation Framework

Goal—The goal of iSocial is to improve social-emotional outcomes of preschool students with disabilities through the implementation of the evidence-based Pyramid Model Framework.

Purpose—The purpose of the iSocial Evaluation is to assess the capacity of the state and local infrastructure to promote and sustain positive social emotional skills (including social relationships) for children through the implementation of the evidence-based Pyramid Model Framework.

Broad Evaluation Focus—Systems and Infrastructure at both State and Local Level
- Are changes in practice leading to improvements in the rate of growth in the area of positive social emotional skills (including social relationships) for preschool children with disabilities?
- How are the systems and infrastructure interacting and supporting change at the practice level?
- Are structures in place to adapt and sustain changes in infrastructure as a result of a continuous improvement cycle?

Related Evaluation Questions:

- Are the infrastructure elements created at the state and local level ***sufficient*** to support implementation of the Pyramid Model with fidelity? (formative)
- How do state and local infrastructure ***interact*** to support fidelity of implementation? (formative)
- To what extent is implementation of the Pyramid Model with fidelity resulting in increased positive social emotional outcomes? (summative)
- Are we meeting our targets for improving positive social emotional outcomes (including SIMR)? (summative)

iSocial (SSIP/SPDG) Logic Model

Inputs

- Distinguished Early Childhood Special Educator
- National resources & TA—IDC; ECTA, Pyramid Model Consortium
- Pyramid Model State Team
- SSIP State Leadership Teams
- Parent Information Center
- DHHS: IDEA Part C, Child Development Bureau, Head Start Collaboration Office

Data Systems
- iSocial
- NHSEIS
- I4see
- SLDS/Data Warehouse
- POMS
- Local

NH BOLD initiatives, Safe Schools/Healthy Students, Project AWARE, SEE Change, Watch me Grow, Project Launch, and other state initiatives

TA System (PTAN, Race2K, POMS Consultant)

- Release time for PD/TA and meetings
- PD plans

Strategies/Activities

At the state level:
Build statewide infrastructure in the following areas: Governance, Fiscal, Quality Standards, Data and Evaluation, and Professional Development, Technical Assistance and Guidance
These infrastructure-building activities will include:
- Integrated SSIP/SPDG Leadership Team
- Convene stakeholders
- Data system coordination
- Conducting and supporting continuous quality improvement and support for Infrastructure change
- Connecting and leveraging statewide initiatives
- Leveraging and promoting/expanding existing PD and TA resources to provide coordinated support aligned to identified local needs and strategies
- Dynamic and interactive website

At the state level:
Support implementation of the Pyramid Model including process and content coaches

Identifying Community Collaboratives

Establishing Site-based Leadership Teams

Local teams creating action plans (with an emphasis on continuous quality improvement), relating to the implementation of the Pyramid Model and building infrastructure to support practice

Embedding the Pyramid Model into curriculum and practicum experiences in undergraduate early childhood degree programs

Outputs

- Statewide data map
- Proposed data system modifications

At the state and local level:
Meetings
Coordinated training calendar
Alignment of action plans

Local administrators understand the factors that impact social-emotional outcomes for children with disabilities and the cost-benefit of quality early childhood supports and services

State establishes a cadre of coaches to support implementation of the Pyramid Model

Personnel working with children and/or families are trained in the Pyramid Model

Promotion of fidelity standards and measures for the Pyramid Model

Opportunities for families to be systemically engaged in activities supporting their children's social emotional development

Outcomes

Short-Term

- State data systems articulate key data points
- Reports accessible to state-level and local personnel

State infrastructure changes:
- Align preschool special education and related initiatives to promote activities statewide that increase the likelihood of improving social-emotional outcomes for children aged birth to five
- Mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model

Local governance, procedures, and fiscal support to promote social emotional outcomes

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

Intermediate

Local infrastructure changes:

- Align preschool special education and related initiatives to promote activities that increase the likelihood of improving social-emotional outcomes for children aged birth to five
- Mechanisms for ongoing training and support regarding data collection and use and the implementation of the Pyramid Model

State and local infrastructure are complementary

Shift in practitioner practice and implementation of the Pyramid Model with fidelity

Families are more systemically engaged in supporting improved social emotional outcomes for their children.

Long-Term

Sustainability of state and local infrastructure to support practice

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

Updated 06.26.2018

Infrastructure: Outcomes, Evaluation Questions, and Performance Measures

Outcome	Evaluation Question	Supporting Data
Governance, Leadership, & Alignment		
Output 4 - Local administrators understand the factors that impact S-E outcomes for preschool children with disabilities and the cost-benefit of quality EC supports & services	Do leaders understand and make the case/need for S-E learning among preschoolers with disabilities?	District Action Plans State Communication Protocols District Leadership Team Survey
ST 5- District governance, procedures, and fiscal support to promote social emotional outcomes	How well do district governance, procedures, and fiscal structures support iSocial?	District Leadership Team Surveys Program-Wide Benchmarks of Quality
Output 3 - State/district meetings, coordinated training, alignment	How well coordinated and aligned are State/District infrastructures and efforts?	State Action Plans/Progress reporting District Action Plans/Progress reporting District Leadership Team Meeting Notes District Leadership Team Survey Participant Training Surveys State Leadership Team Survey
ST 3- State: Alignment across preschool special education and related initiatives		
IT 1- District: Alignment across preschool special education and related initiatives		
IT 3- State and local infrastructures are complimentary		
LT 1 Sustainability of state- and district-level infrastructure to support practice.	To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?	Program-Wide Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis
Personnel & Workforce		
Output 3 - State/district meetings, coordinated training, alignment	What do training, coaching, and TA look like?	State Action Plan/Progress reporting District Action Plans/Progress reporting District Leadership Team meeting notes Participant Training Surveys State Leadership Team Survey Consultant Contracts Coaching logs
Output 5- State establishes a cadre of coaches to support EBPs		
Output 6- Staff trained in EBPs		
Output 7- Promotion of fidelity standards/measures for EBPs		
ST 4- State: Mechanisms for POMS & EBP training & support	Is training, coaching, & TA sufficient to support high quality practice?	State Action Plan and Progress Reporting Coaching Logs POMS TA Records

Outcome	Evaluation Question	Supporting Data
LT 1- Sustainability of state- and district-level infrastructure to support practice.	How will sufficient training, coaching, and TA be sustained?	POMS Data Integrity Analysis Practitioner surveys of coaching TPOT data Program-Wide Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis
Data		
Output 1 Data map is created Output 2 - Data system modifications are proposed	What initial data system improvements are needed to support iSocial?	State-level databases Statewide data map System modification documentation
Output 7- Promotion of fidelity standards and measures for evidence-based practices.	How are fidelity data used?	Coaching Logs District Leadership Team Meeting Notes Participant Training Survey
ST 1- State data systems articulate key data points.	What data system improvements are needed to support iSocial?	State-level databases Statewide data map
ST 2- Reports accessible to state-level and district personnel	What data system improvements are needed to support iSocial?	Data Use survey
ST 4- State: Mechanisms for ongoing training and support regarding POMS and EBPs	How well are state and district training and support mechanisms promoting high quality POMS data collection?	State Action Plan and Progress Reporting Coaching Logs POMS TA Records POMS Data Integrity Analysis
IT 2- District: Mechanisms for ongoing training and support regarding POMS and EBPs		
LT 1- Sustainability of state- and district-level infrastructure to support practice.	What is in place to sustain use of data to support decision making and quality improvement?	Program-Wide Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis

Practice: Outcomes, Evaluation Questions, and Performance Measures

Outcome	Evaluation Question	Supporting Data
Family Engagement		
Output 8- Creation of family engagement opportunities	What does family engagement look like?	District Action Plans Program-Wide Benchmarks of Quality (BOQ) State Action Plan
ST 7 - Improved staff family engagement knowledge and skills	How have family engagement knowledge and efforts changed?	Family Engagement Survey Score on family-engagement related TPOT items
IT 5- Families are more systemically engaged in supporting improved social emotional outcomes for their children	How has family engagement changed?	Family Engagement Survey
Practice Implementation		
ST 6- Improved knowledge and skills of staff working with preschool children	How has staff knowledge and performance changed?	TPOT Participant Training Surveys
IT 4- Shift in practitioner practice and implementation of EBP with fidelity	How has fidelity changed?	TPOT Family Engagement Survey
LT 2- Increased rate of growth in the area of improved positive social emotional skills (including social relationships)	How has S-E growth rate changed, in relation to fidelity?	Improved rate of growth in social-emotional skills by age 6 or exit from preschool special education

iSocial Data Collection Calendar – Statewide Data

Month	Data Collection Tool	Who Completes?	Who Submits?
October	Benchmarks of Quality	Leadership Team – Local only	Data Coordinator
	TPOT (Summary Scores Only) TPITOS	TPOT & TPITOS Administrators	TPOT & TPITOS Administrators
November	Action Plan Progress Reporting	Leadership Team – State & Local	Data Coordinator
	Stages of Implementation Checklist	Leadership Team – State only	Data Coordinator
	Practice-based Coaching Fidelity Tool	Practitioners Receiving Coaching	Practitioners Receiving Coaching
March	Practice-based Coaching Fidelity Tool	Practitioners Receiving Coaching	Practitioners Receiving Coaching
April	Action Plan Progress Reporting	Leadership Team – State & Local	Data Coordinator
May	TPOT (Summary Scores Only) TPITOS	TPOT & TPITOS Administrators	TPOT & TPITOS Administrators
	Family Engagement Survey	Parents/Guardians	Parents/Guardians/Data Coordinator (if not completed by families online)
June	Feedback on Practice-Based Coaching	Practitioners Receiving Coaching	Data Coordinator
	Feedback on Process Coaching	Leadership Team – Local only	Data Coordinator
	POMS TA Records	POMS TA Consultant	Evaluation Coordinator
	Leadership Team Reflection and Planning Tool	Leadership Team – State & Local	Data Coordinator
Monthly	Leadership Team Meeting Logs	Process Coaches	Process Coaches
	Practice-based Coaching Logs	Practice-based Coaches	Practice-based Coaches
	Process Coaching Logs	Process Coaches	Process Coaches

iSocial Data Collection Calendar – Statewide Data

Month	Data Collection Tool	Who Completes?	Who Submits?
Ongoing	Updates/Changes to the Action Plan	Leadership Team	Data Coordinator
	Training Feedback	Participants	State Leadership Team
Bi-Annual	Master List of Coaches, Trainers and Credentials	Process & Practice-based Coach Coordinators	State Leadership Team
	Training provided to coaches (including practice and process coaches)	Process & Practice-based Coach Coordinators	Evaluation Coordinator
	Training Registration, Attendance, Wait Lists	Participants	State Leadership Team
	Process Coach Input (focus group)	Process Coaches	Process Coach Coordinator
Annual	Coach and Trainer Job Descriptions and Requirements	State Leadership Team	State Leadership Team
	Evaluation Analysis Plan	Evaluation Coordinator & State Data Team	Evaluation Coordinator
	POMS Data Integrity Analysis	POMS Consultant	POMS Consultant & Evaluation Coordinator
Initial, with review following changes	State-Level Databases (NHSEIS, i4see & State Longitudinal Data System)	Database Administrators	Evaluation Coordinator & State Data Team
	POMS Data Systems	Database Administrators	POMS Data Consultant & State Data Team
	State and District Report definitions and permissions	Database Administrators	Evaluation Coordinator & State Data Team
	Statewide Data Map	Evaluation Coordinator & State Data Team	Evaluation Coordinator
	Proposed data system modifications	Evaluation Coordinator & State Data Team	Evaluation Coordinator

iSocial Data Review Calendar – Statewide Data

Month	Data Collected	Vendors/Expanded Core Team	Core Team	State Leadership Team
July		TPOT/TPITOSs Findings Family Engagement Data	Leadership Team Surveys – key themes & patterns Coaching Feedback – Summary & Patterns	
August			Family Engagement Data TPOT/TPITOSs Findings State Leadership Team Surveys – key themes & patterns	Leadership Team Surveys – successes/barriers
September				State Leadership Team Surveys
October	Benchmarks of Quality TPOT (Summary Scores Only) TPITOS	Process Coach Feedback		
November	Action Plan Progress Reporting Stages of Implementation Checklist Practice-based Coaching Fidelity Tool	TPOT/TPITOS baseline Benchmarks of Quality	TPOT/TPITOS baseline Benchmarks of Quality – Summary & Trends	Benchmarks of Quality

iSocial Data Review Calendar – Statewide Data

Month	Data Collected	Vendors/Expanded Core Team	Core Team	State Leadership Team
December		Practice-based Coaching Fidelity Action Plan Progress Reporting	Stages of Implementation Data Practice-based Coaching Fidelity *[External Evaluator monitor & share inconsistencies or issues]*	
January			Action Plan Progress Reporting	Stages of Implementation Data
February		Expansion Data (e.g. # TPOTs & Coaches needed) Process Coach Feedback Practice-based Coaching Fidelity	Expansion Data (e.g. # TPOTs & Coaches needed) Process Coach Feedback	
March	Practice-based Coaching Fidelity Tool	PD Data & Coaching Fidelity Measures (vendors surface issues & bring to core team)	Training Feedback Practice-based Coaching Fidelity *[External Evaluator monitor & share inconsistencies or issues]*	PD Data & Coaching Fidelity Measures
April	Action Plan Progress Reporting		Themes and findings from Annual Eval. Data PD Data & Coaching Fidelity Measures (Issues, opportunities, findings)	

iSocial Data Review Calendar – Statewide Data

Month	Data Collected	Vendors/Expanded Core Team	Core Team	State Leadership Team
May	TPOT (Summary Scores Only) TPITOS Family Engagement Survey	Themes and findings from Annual Eval. Data IHE Survey Data	Progress Reporting Data IHE Survey Data	Themes and findings from Annual Eval. Data
June	Feedback on Practice-Based Coaching Feedback on Process Coaching POMS TA Records Leadership Team Survey		TPOT/TPITOSs Findings	
Monthly	Leadership Team Meeting Logs Practice-based Coaching Logs Process Coaching Logs	Leadership Team Meeting Logs Practice-based Coaching Logs Process Coaching Logs		
Ongoing	Updates/Changes to the Action Plan Training Feedback	Training feedback (surface issues to be shared with Core Team)		

iSocial Data Review Calendar – Statewide Data

Month	Data Collected	Vendors/Expanded Core Team	Core Team	State Leadership Team
Bi-Annual	Master List of Coaches, Trainers and Credentials Training provided to coaches (including practice and process coaches) Training Registration, Attendance, Wait Lists Process Coach Input (focus group)	Master List of Coaches, Trainers and Credentials Training provided to coaches (including practice and process coaches) Training Registration, Attendance, Wait Lists		
Annual	Coach and Trainer Job Descriptions and Requirements Evaluation Analysis Plan POMS Data Integrity Analysis	Coach and Trainer Job Descriptions and Requirements POMS Data Integrity Analysis		
Initial, with review following changes	State-Level Databases (NHSEIS, i4see & State Longitudinal Data System) POMS Data Systems State and District Report definitions and permissions Statewide Data Map Proposed data system modifications		State-Level Databases (NHSEIS, i4see & SLDS) POMS Data Systems State and District Report definitions and permissions Statewide Data Map Proposed data system modifications	

Sustainability White Paper

Defining the Problem and Purpose:

Schools across the globe expend considerable amounts of resources implementing evidence-based practices yet sustainability of those practices will not go beyond a few years (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Since the cycle of adopting new practices over working to sustain effective ones is pervasive, more emphasis must be placed on sustaining effective practices. Sadly, less is known in the literature about elements of sustainability. The purpose of this white paper is twofold: (1) summarize the research that has been conducted to date on sustainability; and (2) define critical features of sustainability based on the summary of research so leaders and practitioners have guidance on how to prevent practice abandonment.

Defining the Sustainability Construct

Sustainability is defined as the presence of variables that predict sustained implementation. The variables include: defined features of the practice that are required for effective implementation, the actual implementation of the practice and finally, the context of the implementation site (McIntosh, Kim, et. al., 2015). The concepts "sustainability" and "sustained implementation" are typically used interchangeably within the literature; however there are distinctions between the two. Sustained implementation is the outcome, or result of implementing a practice. On the other hand, sustainability is the presence of variables that are linked to sustained implementation. The literature weaves both sustained implementation and sustainability together thus, making it challenging to disaggregate the findings amongst the two concepts.

There are a variety of variables that researchers have tried to link to sustained implementation (Domitrovich, et. al., 2008; Fixsen, Blase, Duda, Naaom, & VanDyke, 2010; Gersten, Chard, & Baker, 2000; Han & Weiss, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). School characteristics (e.g., low community SES, school size, structure), and school implementer actions (e.g., team approach, access to coaching, team's use of data) are two of those variables; however, there has been little empirical evidence to substantiate linking either of them to sustained implementation. Further complicating matters, not only is there little empirical evidence to identify variables that predict sustained implementation, but there is even less evidence linking those variables to sustainability. Given the lack of evidence, recent research related to the implementation of Positive Behavioral Interventions and Supports (PBIS) has been conducted to try to determine if school characteristic variables and school implementer variables are predictive of sustained implementation and ultimately, sustainability. Identifying the variables strongly related to sustainability could help the field to better be able to predict and prevent practice abandonment (Hume & McIntosh, 2013) since many practices that are abandoned are either due to poor implementation from the start or a loss of momentum to continue high quality implementation. Either of these reasons leads to the same outcomes: data indicating the practice did not work as expected and people giving up on implementation.

Measuring Sustainability: School-Wide Universal Behavior Sustainability Index: School-Teams (SUBSIST)

PBIS is a research-validated framework that has been associated with improved perceptions of school safety and academic outcomes; as well as, reducing office discipline referrals and suspensions (Bradshaw, Mitchell, Leaf, in press). Engaging in data-based decision making through collecting and analyzing PBIS implementation fidelity and student outcome data (e.g., office discipline referral data, academic data) is an essential component of PBIS implementation. There are a variety of reliable and valid fidelity assessment tools that have been created by PBIS researchers and used by School Leadership Teams to regularly assess the degree to which they are implementing the PBIS core components as intended. Using the fidelity data coupled with student outcome data, teams engage in frequent data-based decision making for continuous improvement.

The newest measure developed by the PBIS community is the SUBSIST which is a validated measure of factors that are predictive of sustained implementation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS). The SUBSIST is different than any of the other PBIS assessments because its focus is specific to sustaining PBIS. There are four sustainability factors measured within SUBSIST. Two of those factors are school-level factors (school priority, team use of data) and the other two relate to district-level factors (district priority, district capacity building.) The SUBSIST is unique because it is the only assessment tool that is validated specifically for the purpose of predicting sustained implementation; however, the focus is specifically on Tier 1, SWPBIS. The more recent empirical research on sustainability appears to be primarily coming from the PBIS community and is being measured against data generated from the SUBSIST. The authors suggest future research be conducted to determine if their findings are generalizable to the sustainability of other practices like Response to Intervention (RtI) / Multi-Tier System of Support (MTSS).

School Characteristics and School Implementer Actions Predictive of Sustainability:

The development and subsequent validation of the SUBSIST has opened the door for researchers to begin to gather empirical evidence to quantify the relationship between sustainability and school characteristic variables and school implementer variables. A study conducted by McIntosh, Kim, et al. (2015) aimed to do just that. A comparison between the two variables resulted in finding school implementer variables were more strongly associated with sustainability than school characteristics variables. This was especially true for the school implementer variable of "frequent sharing of data with all school staff "because it was the only significant predictor across all four sustainability factors. Other school implementer variables like frequency of team meetings and access to coaching were related to only one of the four sustainability factors. It is important to note however, even though school implementer variables were overall more strongly associated with sustainability than school characteristic variables, grade-levels served within the school and the number of years implementing were school characteristics that were somewhat predictive of school-level sustainability factors. Other school characteristics like, percentage of students receiving free or reduced lunch and urbanicity were not significantly related to sustainability.

School Contextual Features and Enablers of Sustainability

While recent research has demonstrated school implementer variables are more strongly associated with sustainability, only one of the variables: frequency of teams sharing data with all school staff, was significantly related to all four sustainability factors. Given this information, further research is needed to provide more guidance on school implementer variables that either enable or inhibit sustained implementation would arguably be beneficial to the field. To study this, McIntosh, Predy, et al. (2013), combined both quantitative and qualitative methodologies using SUBSIST data as well as, themes that were generated from open-ended survey questions from participants. Results indicated school administrator support, effective teaming, and use of data for decision making were rated by participants as being most important for sustainability and were also important during the initial implementation phase. Other school implementer variables that were described in the literature as enablers for implementation include: staff support (Forman, et. al, 2009; Langley, et. al., 2010; Pinkleman, et. al. 2015, Sanford, DeRouise & Bierman, 2012), training and on-going professional development (Bradshaw & Pas, 2011; McIntosh, et. al., 2013), and use of a consistent implementation approach centered around common language and goals (Forman, et. al., 2009; Payne & Eckert, 2010).

Summary and Implications:

After reviewing the literature related to sustainability, it is evident school implementer variables have been found to be more strongly associated with sustainability factors than school characteristic variables. This is good news for the field since many school characteristic variables (e.g., low community SES, school size) are things that district and school staff cannot control; however the scope of school implementer variables to choose from is still wide. Given this fact, whittling down the school implementer variables to the ones that have the most evidence to suggest they are important for sustainability is important. It is suggested that leaders and practitioners focus efforts on the following variables in order to support sustainability:

- Administrator support: active involvement by school leaders in the adoption and implementation of practices by demonstrating a prominent role in the coordination / management of the practices, voicing support for the continued implementation of the selected practices, and removal of barriers impeding implementation efforts.
- Consistent implementation approach: Critical features of the practices are identified, defined across the continuum of the implementation process, commonly understood by implementers and are intentionally aligned to existing goals / priorities staff for contextual fit within the school setting.
- Effective teams: Individuals that are meeting for the purpose of supporting the implementation of a selected practice come together on a consistent basis and are guided by a set of operating procedures to ensure their time together is efficient, focused and results in action to further enhance implementation efforts.
- Frequent data sharing with school staff: Data related to the level of implementation of the selected practice and the impact on intended outcomes are collected on a regular basis and presented to school staff and key stakeholders

(e.g., district leadership, board of education) in an on-going way. The frequency of data sharing is higher for staff that are directly responsible for the implementation of the selected practice as opposed to key stakeholders who are not directly implementing the practice.

- High quality professional learning: Staff that are implementing a selected practice have on-going access to professional learning for the purpose of teaching them how to implement the practice within the context in which they work. The teaching uses a combination of theory / research to help people understand why the particular practice they are learning has been selected; modeling, initial and on-going practice opportunities coupled with feedback to increase their fluency in the implementation of the practice.
- Access to coaching: Staff have access to individuals with expertise and to other effective implementers for the purpose of strengthening their level of use and quality of implementation for the practice selected.

These six school implementer variables have been selected because of their prevalence in the sustainability literature review. It is important to note not all of these variables have equal amounts of evidence to suggest they are strongly associated with sustainability. In fact, frequent data sharing with school staff is the only variable from the list that was predictive of all four sustainability factors as measured by the SUBSIST (McIntosh, Kim, et. al., 2015). Further complicating matters, even the researchers of that study acknowledged their findings are not necessarily generalizable beyond PBIS. There is benefit though in reviewing patterns of findings across both quantitative and qualitative studies and across practices that have been conducted by leaders in the implementation field (e.g., National Implementation Research Network). It allows for more generalization across practices that implementers are working to sustain as well as, increases the number of school implementer variables to choose from.

It is recommended that a review of the sustainability literature be on going since this is an area that continues to gain attention and funding for the purpose of further research. In addition, attention to the research that is currently underway in the area of implementation capacity would also be beneficial because developing capacity for implementation at the local district level, regional level and state level contributes to preventing practice abandonment thus allowing the sustainability of effective practices that have demonstrated evidence for improving intended outcomes (Fixsen, Blase, Metz & Van Dyke, 2013).

References

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