NH SSIP

New Hampshire
Part B State Systemic Improvement Plan (SSIP)
Phase II

Dedicated to the Memory
Of
Holly Cavender

1976-2015

Cheerleader, Coach, Champion

Holly helped us see our possibilities, grow our work grounded in implementation science, build our capacity to do great works and always, always, always keep our focus on improving outcomes for preschool children with disabilities. She is deeply missed and always with us.

The NH Bold State Systemic Improvement Plan Leadership Team

Framing the Story:

Synopsis of Phase I: In 2014-2015 the New Hampshire Department of Education (NHDOE), Bureau of Special Education, with a broad array of stakeholders, engaged in an exploration process focused on improving outcomes for New Hampshire children with disabilities. We conducted an intensive data and infrastructure analysis which led us to identify the State-identified Measurable Result (SiMR) for improving outcomes for children with disabilities. The identified SiMR focused on preschool children with disabilities substantially increasing their rate of growth in the area of improved social-emotional skills. Given the identified SiMR, a root-cause analysis was completed based on the data and infrastructure analysis. This led to the development of coherent improvement strategies designed to build the State capacity to support districts' ability to implement evidence-based practices in order to achieve the SiMR. The resulting Theory of Action provided an overview of the activities at the State, district, classroom and child level that we believe will lead us to our desired result.

Data and Infrastructure Analysis	→	SiMR	→	Root Cause Analysis	→	Coherent Improvement Strategies	→	Theory of Action

As part of Phase I, sixteen districts were invited to join the NHDOE Bureau of Special Education in moving forward with building the State's capacity to support local districts ability to implement and scale up evidence-based practices to meet the SiMR. These districts represented each of the seven Preschool Technical Assistance Network regions and the five Superintendent Regions. Both assessment tools recommended by the NHDOE for measuring child outcomes were utilized within these districts: six of the districts use AEPSi™ and ten use TS Gold™. These districts ranged in size, with child count ranging from fewer than five to more than 100 preschool children with disabilities and offered a variety of service models and placement options. They represented approximately 20% of the children who exited preschool special education during the baseline year. A significant factor used in identifying these districts was a readiness and willingness to improve the social-emotional outcomes for preschool children with disabilities. The work of Phase I informs the advances made in Phase II and provides the foundation for greater connection among the elements described in Phase II of the SSIP.

Context for Phase II: Infrastructure Development, Support for LEA Implementation of Evidence-Based Practices and Evaluation. In the spring of 2015, as we moved out of Phase I and into Phase II, fifteen of the sixteen districts signed a Memorandum of Understanding (MOU) with the NHDOE. The MOU outlined the roles and responsibilities of the NHDOE, Bureau of Special Education and the district in the implementation the State Systemic Improvement Plan (SSIP), Indicator 17 of the State Performance Plan. The remaining district decided not to participate in the SSIP due to changes in administration. The NHDOE will continue to work with the 15 districts that committed to this process throughout the life of the SSIP. While there was not a plan to scale-up across the state presented in Phase I of the SSIP, the NHDOE is considering how to scale-up to other districts and across the early childhood community as the infrastructure and data systems are developed.

Phase II is divided into three major integrated components: State Infrastructure Development; Support for LEAs and Practitioners Implementation of Evidence-based Practices; and Evaluation. The components are based on the preceding work from Phase I. Each of these areas have been developed with broad, ongoing stakeholder input from both the state and local level including, for example, local special education administrators, preschool special education coordinators, representatives from family organizations, etc. Throughout the process, the NHDOE Bureau of Special Education has benefited from support from the federal Technical Assistance Centers including the IDEA Data Center (IDC), the National Center for Systemic Improvement (NCSI), the Early Childhood TA Center (ECTA) and the Center for IDEA Early Childhood Data Systems (DaSy). Details about these components and the support needed to develop and implement an effective SSIP follow.

Part 1: Infrastructure Development
(a) Specify improvements that will be made to the State infrastructure to better support LEAs to implement and scale up EBPs to improve results for children with disabilities.
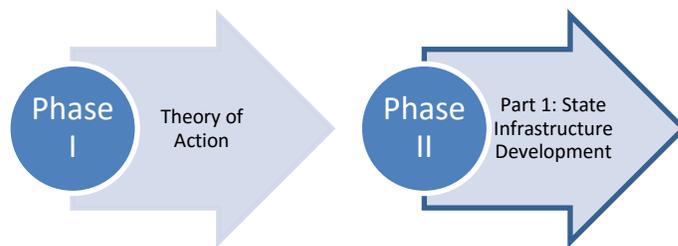
Phase I — Theory of Action → Phase II — Part 1: State Infrastructure Development

As informed by the analysis and strategies put forth in Phase I, New Hampshire developed a Theory of Action to lead us to our desired result of improved outcomes for children with disabilities. Based on this Theory of Action, NH has identified four key improvements to its state infrastructure needed to support local implementation of evidence-based practices. The following graphic illustrates the improvements and the narrative provides detail on how each contributes to the State's capacity to better support districts with implementation and scale-up of evidence-based practices to improve social-emotional outcomes for preschool children with disabilities.
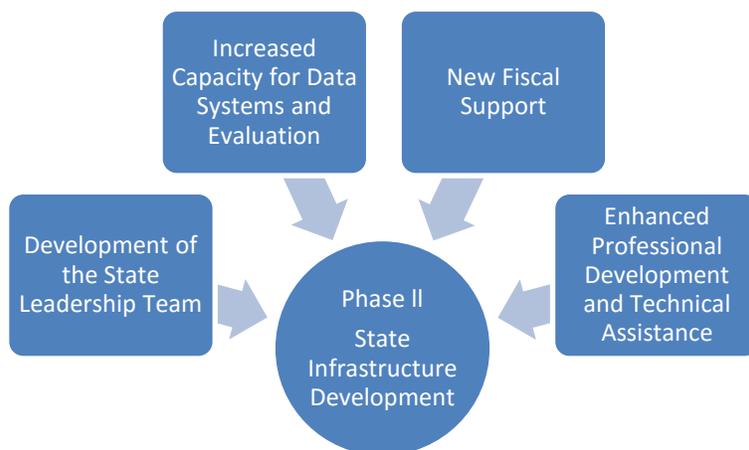
Development of the State Leadership Team

As identified in the SSIP Phase I, there was a need to establish a state leadership team to coordinate and oversee the installation and implementation of the SSIP. In Phase II, the SSIP State Leadership Team was formed. This team was led by the SPP/APR/619 Coordinator and the SSIP Data and Evaluation Coordinator. Members included a representative from a local district, the Parent Information Center, the Preschool Outcome Measurement System (POMS) TA Consultant and key professional development and technical assistance organizations. The team met monthly throughout the year. The team oversaw the development of the District Infrastructure and Data Analysis Tool and the Action Planning template (attached), explored additional tools (Hexagon, Practice Profile, etc.) to facilitate and support local "exploration" processes, and ensured ongoing, relevant feedback from stakeholders was incorporated into the process. The team took the lead on defining the criteria for the selection of evidence-based practices and assessing which practices were aligned with the SiMR: Universal Design for Learning (UDL); DEC Recommended Practices; and The Pyramid Model. More information on these practices is described later in this document. The state team led communication efforts to keep districts informed of project development and laid the ground work for peer-to-peer collaboration and support through the SSIP Learning Collaboration meetings, NH Networks (an online networking platform), and multiple web-based meetings. The team, with TA from NCSI and IDC, delved into the tenets of implementation science to inform the infrastructure development at both the state and local level. Moving into Phase III, the group will assess whether the membership needs to be expanded or adjusted in any way.

Increased Capacity for Data Analysis and Evaluation

Personnel and Organization Changes
The NHDOE Bureau of Special Education hired a new consultant with a strong background in early childhood, data systems development and evaluation to serve as the SSIP Data and Evaluation Coordinator. The Data and Evaluation Coordinator works on the SSIP in conjunction with the SPP/APR/619 Coordinator. This new position has a significant focus on the SSIP data and evaluation components, with an eye towards broader data and evaluation systems development. In this position, she attends to the establishment of data protocols, data integrity and linkages across systems as well as the development of the SSIP evaluation system. More information on building data capacity and the SSIP evaluation process is in the Phase II: Part 3 Evaluation section.

The NHDOE Bureau of Special Education has a new Part B Data Manager. As the complexities of data systems and the need to build capacity at the state and local level become more and more evident, the bureau recognized the need to establish an internal data team rather than having the responsibility lie with one position. This promotes cross-training, increases sharing of ideas and information, provides more people to do the work and a variety of perspectives that enrich the results. The data team includes the State Director of Special Education, Part B Data Manager, SSIP Data and Evaluation Coordinator, SPP/APR/619 Coordinator, and Software Technical Support

specialists. This team works closely with the vendor (Public Consulting Group or PCG) who oversees the New Hampshire Special Education Information System (NHSEIS), the NHDOE longitudinal data systems staff, the EdFacts Coordinator and the Office of Information Technology.

Data Systems Development

- Preschool Outcome Measurement System (POMS) Data (Indictor 7): NH has addressed barriers and instituted new practices in addressing Preschool Outcome Measurement:
  - As described in Phase I of the SSIP, NH recognized the need to increase access to demographic data regarding child outcomes so that the state and local districts can better understand trends and patterns in child outcomes and can therefore target responsive and timely supports and interventions based on needs. One of the barriers to this was the filters applied by the publishers on the POMS data. These filters were installed based on early requirements from the State regarding the data. After considerable input from stakeholders, the filters that limited the NHDOE access to demographic data have been removed. Since that time, the NHDOE has recognized that the data elements needed for comprehensive data analysis are not required elements and therefore are not consistently entered by local school districts. In Phase III, the NHDOE will continue to work to enhance the capacity to disaggregate child outcome data by race/ethnicity, age, disability, and length of time in service or setting in order to address comprehensive data analysis needs.
  - NH districts use either AEPSi™ (Brookes Publishing) or TS Gold™ (Teaching Strategies) to measure child outcomes for preschool children with disabilities. While State-level data continue to be determined to be of high-quality based on the National Data Analysis, inter-rater reliability at the district-level may be inconsistent. The NHDOE will continue to encourage districts using TS Gold™ to assess inter-rater reliability using the proven tool developed by Teaching Strategies. NH districts served as a pilot to Brookes Publishing Inter-rater reliability tool and are eager to use the tool to ensure greater reliability of data at the local level.

- State Longitudinal Data System (SLDS)
  - A new process to articulate and import data between the NH Special Education Information System (NHSEIS) and the "Initiative for School Empowerment and Excellence" (i4see), one of the key databases within the SLDS, has been developed and is scheduled for roll-out summer 2016. Connecting these two data systems will strengthen data integrity and create new capacity for analyzing and reporting current and longitudinal outcome data for all students benefiting from special education services as well as reduce data burden for local districts.
  - The SSIP Data and Evaluation Coordinator in conjunction with the Evaluation Planning Team and an internal data systems development team have begun to explore opportunities to capitalize on state data collection and integration capacity through the SLDS. Utilizing existing systems will maximize access and timeliness of SSIP data reports for both local and state-level leadership, supporting ongoing decision-making and adjustments to implementation strategies and resources.

Evaluation Teams: In order to develop a dynamic, effective and responsive evaluation system, the NHDOE identified the need to engage a wide range of stakeholders and TA providers to focus on both the evaluation system and the data systems that support the evaluation. Ongoing stakeholder input into the effectiveness of the evaluation and the data systems will continue throughout the SSIP. Please refer to the Evaluation section for more details.

- An Evaluation Planning Team was developed to support the design of the overall evaluation plan.
- A Data Systems Team will be formed in the summer of 2016 to develop and inform implementation of the data system modifications identified by the Evaluation Planning Team.

New Fiscal Support

The NHDOE Bureau of Special Education recognized that additional funds to support district activities directly related to participation in the SSIP process would be beneficial to building local capacity. A total of $5,000 IDEA discretionary funds were made available to each participating district from January 1, 2016-June 30, 2016. An additional $10,000 will be available from July 1, 2016-June 30, 2017. These grant applications are reviewed by the

NHDOE Bureau of Special Education to ensure that funds are allocated for allowable activities. Districts have been using the funds to support staff time in the SSIP process and for professional development. As they move into implementation, it is anticipated there may be additional resources that will benefit the district in the SSIP work.

Suggested use of these funds includes:
- Substitute teachers to allow district staff to participate in the data and infrastructure analysis, action planning and in meetings related to the SSIP process.
- Meeting expenses for the SSIP District Leadership Team.
- Stipends to staff for time spent outside of regular working hours for work done by the SSIP Leadership Team.
- Other SSIP implementation activities as approved.

Enhanced Professional Development and Technical Assistance

Establish Liaisons to provide TA and Support to LEAs
In Phase II the NHDOE, Bureau of Special Education, working with the SSIP State Leadership Team, assigned a liaison to each of the participating SSIP districts. The liaisons served as a primary communication vehicle between the NHDOE and the districts, ensuring a solid feedback loop that flowed in both directions. The liaisons worked as process-coaches to the districts, providing technical assistance and supporting the districts with systems development. They facilitated the development of local leadership teams, helping districts assess which players needed to be at the table, identifying roles and supporting initial start-up challenges. In some cases, the liaison navigated the team through rocky waters as teams sorted through competing perspectives and priorities. The local teams, with support from the liaisons, completed the Infrastructure and Data Analysis Tool (attached). This tool was developed by the SSIP State Leadership Team and built off the component areas that were used in the state infrastructure analysis in Phase I. This process led to the identification of local priorities and revealed infrastructure strengths and challenges that will impact the implementation of their chosen evidence-based practice.

The liaisons attended regular meetings with each other to share information, problem-solve together and learn about next steps, and to become familiar with tools and to be grounded in the process. The meetings were coordinated by Race2K, an initiative funded by the NHDOE through the NH Parent Information Center. Training for the liaisons included understanding the application of implementation drivers so that they could better support districts with their action planning process.

NH Networks
The State Leadership Team selected the NH Networks, an online professional networking platform hosted by the NH Department of Education, to serve as a vehicle for communication and peer-to-peer collaboration and support for the SSIP project. The platform was recently updated with greatly increased capacity for professional learning opportunities. Within the NH SSIP Network, local and state leadership team members have the opportunity to receive timely information and updates; ask questions and provide input into the broader SSIP development; share resources and experiences regarding practice implementation; maintain group specific materials and collaborate on shared documents; as well as chat, network, and work collaboratively across districts.

(b) Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact children with disabilities.

Alignment with Current Initiatives Supporting Identified Evidence-based Practices: Several initiatives that are prominent in NH offer opportunities to consider alignment. They include:

1) <u>Statewide focus on Universal Design for Learning (UDL):</u> Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. In July 2014, the NHDOE, Bureau of Special Education contracted with CAST to conduct the UDL Academy for cohorts of New Hampshire schools. The UDL Academy is a yearlong professional learning program for districts that are committed to using a team approach to impact educator effectiveness and agree to actively participate in the key components of the UDL Academy. The design of the UDL Academy supports learning about UDL, trying out UDL in practice, reflecting about application

of UDL, and working in teams that identify and address common needs and actions. After discussions with CAST, the SSIP State Leadership Team recognized Universal Design for Learning (UDL) as an evidence-based practice that, when implemented with fidelity, was designed to improve social-emotional outcomes for preschool children with disabilities. As we move into implementation, SSIP districts are encouraged to apply as a cohort in the UDL Academy, especially if their district is implementing UDL for K-12 so that linkages to the school age system can be maximized. The staff from CAST has agreed to work closely with the SSIP State Leadership Team to coordinate and align the UDL Academy with the SSIP.

2) <u>DEC Recommended Practices (RP):</u> The Division for Early Childhood (DEC) is one of several divisions of the Council for Exceptional Children (CEC). CEC is a professional organization dedicated to improving outcomes for individuals with disabilities. As noted on the DEC website, "DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities." The website goes on to explain that "The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them."

   a. *Reaching Potentials through Recommended Practices~ RP^2:* NH received intensive technical assistance for the last 2 years from RP^2 of ECTA. The initiative known as NH SEE Change was a cross-agency collaborative with a birth-five focus. RP^2 provided training and support regarding the subset of DEC RP that most closely aligned with improving child engagement with materials, peers and adults. There were a total of five sites involved in NH SEE Change: 2 Part C, 2 Part B 619 and one community-based site that had both a birth to three and three to five program. The emphasis of the RP^2 TA was on Tier 3: children with the most challenging behaviors. This intensive TA ends June 30, 2016 and the SSIP work builds off the many lessons learned through this process. The NH SEE Change initiative, as it was conceived for the last 2 years, will no longer be in place. As a natural transition, the NH SEE Change State Leadership Team is exploring with other partners how NH will become a Pyramid Model State. It is anticipated the NH SEE Change State Leadership Team will play a central role in the establishment of the Pyramid Model State Leadership Team.

   b. *Transition to SSIP:* The two districts involved in NH SEE Change are participating in the SSIP and will be deciding which evidence-based practice (program) they want to implement moving forward. Administrators and practitioners have been bringing the knowledge and skills they have gained from the NH SEE Change initiative to the SSIP Learning Collaborative and are using that experience to inform their participation in the SSIP.

   c. *DEC RP as evidence-based practices:* There is no known initiative currently in the state that is addressing DEC Recommended Practices in an explicit manner. Professional development across the state, via 619 initiatives, will be focusing on enhancing local capacity to implement the DEC recommended practices. The SSIP Leadership Team has reached out to ECTA for TA and support around the implementation of DEC RP as an evidence-based practice to improve social-emotional outcomes for preschool children with disabilities. ECTA has offered to assist New Hampshire with developing criteria for SSIP districts to select a subset of practices and fidelity measures. This option will be more customized than the UDL Academy or the Pyramid Model. It will be geared for a district that is not ready to commit to a full program or model but is ready to infuse evidence-based practices into day-to-day practice. For some programs that use community-based sites, there may be more capacity to bring in the DEC RP compared to requiring full participation in the UDL Academy or Pyramid model work.

3) <u>Widespread support for the Pyramid Model</u>:
   a. *SSIP Districts Implementation of Pyramid Model:* This model is receiving the most enthusiastic response from the SSIP districts. As NH moves forward with becoming a Pyramid Model State, the SSIP districts that choose the Pyramid Model are moving ahead with Pyramid work. Experts are being identified to provide training and coaching to the districts while the larger state system is being developed.

   b. *Pyramid Model State:* Stakeholders (between 20 and 30 participants and growing) have been meeting to explore the Pyramid Model. This is a cross-sector group representing children and families from birth to school age, including representatives at the state and local level including education, mental health, public health, child care, Head Start, family organizations and more. As a result, New Hampshire has decided to become a Pyramid Model State. The stakeholder group is being coordinated by the NHDOE Bureau of Special Education, the Office of Student Wellness and the NH Department of Health & Human Services (NHDHHS) Head Start Collaboration Office. The group is exploring funding, how to best align ongoing initiatives and consolidation of leadership teams with support from the Pyramid Model Consortium. In mid-April 2016, NH Members of the Pyramid Model State group will be participating in the State Day in FLA at the National Training Institute on Effective Practices ~ Addressing Challenging Behaviors.

   The NH Pyramid Model State work is a multi-year initiative comprised of three levels. This state-level work lends itself to the eventual scale-up of the evidence-based practice beyond the SSIP districts.

   Level 1: Launch the state leadership team: Orientation, action planning, developing a clear roadmap for building the system. This will begin the process of creating a master cadre of trainers and coaches and creating the infrastructure for statewide, cross-sector implementation.

   Level 2: In this level the master cadre will be trained as content experts so that they can become trainers and coaches for sites.

   Level 3: Implementation sites will be selected, establish local leadership teams and begin the work.

Alignment with State Early Childhood Council: Spark NH
Spark NH is the Governor-appointed Early Childhood Advisory Council for the State of New Hampshire. In NH, both the Part C Coordinator and the 619 Coordinator are appointed to the council. The 619 Coordinator is serving in her second term as co-chair of the council. Spark NH has developed a Framework to Action for New Hampshire's Young Children. http://sparknh.com/Framework-For-Action The work of the SSIP aligns closely with this framework, including promoting social emotional development, targeting sources of toxic stress, expanding proven and effective early childhood education, and integrating cross-agency statewide early childhood data systems.

In January 2013, Spark NH contracted with the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, to conduct the New Hampshire Early Childhood Higher Education Inventory. The Inventory provides a portrait of the state's early childhood education and special education degree programs, enabling the Council to assess the capacity of its institutions of higher education to address the professional preparation needs of early childhood educators. One of the recommendations of the report was to ensure that early childhood degree faculty members have the knowledge, skills, and experience needed to teach coursework related to early childhood special education, particularly at the associate and bachelor's degree levels. Since the release of the report, the NH Department of Health and Human Services, Child Development Office and the NHDOE Bureau of Special Education have built a focus on higher education into statewide initiatives.

Connections to school age systems: SWIFT
During Phase II, potential connections between SWIFT and the SSIP were explored. Both focus on building capacity and use similar frameworks (leadership teams, coaching, action plans, data-driven, etc.). There is a

common element regarding behavioral supports. One key difference is that SWIFT focuses on school age children at a school level and the NH Part B SSIP focuses on preschool age children at a district level. The process for selecting participants in the 2 initiatives was very different and there was little to no overlap in who was participating. Communication and sharing of information across SWIFT and the SSIP will continue.

Promotion of high value conference that furthers linkage across early childhood as well as to school age:
NH Department of Education Summer Summit
The NHDOE Summer Summit will include an early childhood (EC) strand, as well as a focus on both family engagement and inclusion. The EC strand is being planned by a cross-sector early childhood group, including the Executive Committee for Spark-NH (the State Early Childhood Advisory Council). Over 650 educators (administrators and practitioners) are expected to attend. Areas of focus that are being considered include brain development, trauma informed care and social-emotional development.

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

Changes to Infrastructure	Who is responsible	Resources needed	Expected outcomes	Timelines for completing improvement efforts
State Leadership Team (SLT) established	SSIP Coordinator	TA from IDC/NCSI regarding connections to data/evaluation and implementation science	The SLT meets regularly SLT supports the development/identification of resources and tools for SSIP Districts	In place by beginning of Phase II Ongoing
Data/Evaluation Consultant position	NHDOE State Director of Special Education and Human Resources Officer, Department of Administrative Services	Position number and funding	A full time data/evaluation consultant will be hired. This position will concentrate on alignment of data systems and establishment of evaluation systems for the Bureau of Special Education, including a specific focus on the SSIP	April 15, 2016
Establish Bureau of Special Education Data Team	Part B Data Manager and NHDOE State Director of Special Education		Within the bureau, there will be cross-training specific to data systems and reporting	Fall 2015
POMS Data: Disaggregated by demographics	POMS TA Consultant And SSIP Data and Evaluation Coordinator	Time to review what data elements are needed and where they are located	Increased capacity for data analysis at district and state level	Late Winter 2016
POMS Data: Inter-rater reliability	POMS TA Consultant and Liaisons Brookes Publishing	Districts complete action planning process	Districts using TS Gold will integrate Inter-rater reliability into PD for staff Brookes Publishing will complete inter-rater reliability tool	Fall 2016 To be determined
Alignment of special education and general	SSIP Data and Evaluation Coordinator	Funding Design specifications, articulation	NHSEIS and i4see data systems will exchange key data points nightly	June 2016 (anticipated)

Changes to Infrastructure	Who is responsible	Resources needed	Expected outcomes	Timelines for completing improvement efforts
education data systems	PCG Development Team (NHSEIS vendor), NH Department of Information Technology (NHDOIT), Development Team, NHDOE Data Management	crosswalks, and web-service		
Liaisons for SSIP Districts	SSIP Coordinator	RFP for next contract period released, proposals reviewed and grant awarded via Governor and Council process TA from IDC/NCSI for Liaisons	Liaisons will be contracted for each district Liaisons will receive necessary training and TA	Phase II Ongoing
SSIP Local Leadership Teams	Local District Personnel	Support from Liaisons	SSIP local leadership teams will set vision, identify priorities, and create action plans Local teams will oversee implementation of action plans	Phase II Summer 2016 Ongoing
NH Networks	2Revolutions (vendor) State Leadership Team Districts & Liaisons	Updated network platform Resources, tools, and professional development content Experiences, comments, and resources	Smoother navigation and increased capacity for professional learning experiences Accessible content and resource materials to support the SSIP process and implementation of evidence-based practices Collaboration and resource sharing across participating districts	March 2016 Ongoing Ongoing

Changes to Infrastructure	Who is responsible	Resources needed	Expected outcomes	Timelines for completing improvement efforts
SSIP District Learning Collaborative	SSIP State Leadership Team	Meeting space, planning time, content	Districts informed and supported through SSIP process and requirements Districts network, collaborate, and share experiences and lessons learned	October 2015 January 2016 August 2016 (anticipated)
Master Cadre of trainers and coaches	SSIP State Leadership Team	Funding and contracts Training	Trained experts in evidence-based practices accessible to support districts	Phase III
Evaluation	SSIP Data and Evaluation Coordinator, Evaluation Team, Data Systems Development Team	TA from IDC	Evaluation questions and logic model Data collection timeline, tools, and protocols Data analysis plan and formative/summative report timeline	Spring 2016 (complete) Summer 2016 (Implemented in Phase III) Summer 2016 (Implemented in Phase III)

(d) Specify how the State will involve multiple offices within the State educational agency (SEA), as well as other State agencies and stakeholders in the improvement of its infrastructure.

Aligned Efforts by New Hampshire Department of Education (NHDOE)
NHDOE supports a diverse set of divisions that maintain close organizational ties and communicate regularly to capitalize on the common mission and specific strength of each. For the SSIP, these divisions are especially relevant:

Bureau of Data Management
The SSIP Coordinator, the SSIP Data and Evaluation Coordinator and personnel from the Bureau of Data Management are working together to align efforts regarding data collection and analysis. As the SSIP data systems are being developed, attention is being paid to linkages with the K-12 system at both the State and local level.

Office of Student Wellness
The SSIP State Leadership Team and the NHDOE Office of Student Wellness are communicating about efforts, sharing resources and working together to promote common goals. The SSIP focus is narrower (social-emotional development of preschool children with disabilities) and the Office of Student Wellness is much broader, spanning beyond the preschool years and including children with and without disabilities. The Office of Student Wellness has access to an array of national resources, with a focus on early screening and on increasing the capacity of Early Childhood Professionals in the area of Early Childhood and Family Mental Health. Another perk to working with the Office of Student Wellness is access to their Communications Coordinator. She is a valuable resource regarding public awareness and communication strategies.

The Office of Student Wellness was awarded an $8.6 million grant from the Substance Abuse and Mental Health Administration (SAMHSA) to implement a four-year Safe Schools and Healthy Students State Planning Project. The NHDOE, in conjunction with the New Hampshire Department of Health and Human Services' Bureau of Behavioral Health (BBH) are the oversight and coordinating entities responsible for project implementation. Two of the three districts involved in the Safe Schools and Healthy Students (SS/HS) project have agreed to participate in the SSIP. This offers a unique opportunity to address social and emotional outcomes across the age and grade span.

The goals of the SS/HS project are to:
- Promote early childhood development
- Promote mental, emotional and behavioral health for all students
- Strengthen relationships between families and the schools
- Decrease substance use
- Create safe and violence free schools

Please refer to the section on the Pyramid Model for more information on how the Office of Student Wellness and the SSIP State Team are aligning and leveraging efforts.

Title I
Alignment of Title I (preschool) with preschool special education is an ongoing goal, much larger than the SSIP. In Phase III, the NHDOE Bureau of Special Education hopes to work with the Title I personnel to better define policy and funding for common programming. Work with Title 1 provides a great opportunity to understand the EBP used by their personnel and to build connections across 619 and school age programs for students who may need interventions at the school site.

Every Student Succeeds Act (ESSA)
As the ESSA becomes more prominent, the NHDOE Bureau of Special Education will work with our partners to define the early childhood connections, especially between preschool special education and general education.

Other State Agencies
NH Department of Health & Human Services (NHDHHS)
The SSIP/619 Coordinator continues to work closely with partners from NHDHHS including but not limited to: Child Care Development Block Grant Administrator, Head Start Collaboration Office, Child Care Licensing, Part C,

MCH Home Visiting, and Family Support. The NHDOE and NHDHHS are leading the convening of stakeholders for planning the Pyramid Model State work. This relationship provides the opportunity to learn how other agencies that share responsibility of children and family outcomes structure their work and provide services.

Stakeholders: *Coalescing around shared issues*
State Leadership Team:
This is a working group that meets frequently to oversee the development of the SSIP and to coordinate across key preschool special education initiatives. It includes representation from local districts, the Parent Information Center, key professional development and technical assistance organizations, the SSIP Coordinator and the SSIP Data and Evaluation Coordinator.   Representatives reflect on key constituents and actively engage in building the infrastructure for the SSIP. In Phase III, the stakeholder groups may need to be extended as implementation advances.

Evaluation Team:
This is a working group that meets monthly to craft the evaluation questions, logic model, and data collection tools and timelines for the SSIP. It includes representation from local districts, the SSIP Liaisons, SWIFT, the Parent Information Center, the SSIP Coordinator, the SSIP Data and Evaluation Coordinator. IDC has provided support to this team regarding evaluation and data systems development.

NHDOE↔ SSIP District feedback loop:
- *Informal:* There is an open line of communication between the SSIP districts and the NHDOE, Bureau of Special Education. As needed, districts email and call with questions or to run ideas about how they are approaching the SSIP by the State. Conversely, the NHDOE reaches out to districts to check in and to inquire about how things are going at the district level.
- *Formal:* Liaisons are contracted by the NHDOE through the Race2K initiative to facilitate the SSIP districts through the SSIP process. Race2K provides oversight, training and coordination for the Liaisons. The Liaisons serve as a communication bridge between the NHDOE, the State Leadership Team and the districts.

Regional Input Groups: Meetings to gather input are held in each region of the state three times a year. Participants include key decision-makers and practitioners for preschool special education (Special Education Directors, Preschool Special Education Coordinators, and preschool special educators, etc.) and are facilitated by PTAN (Preschool Technical Assistance Network). The results of these input sessions are shared with the SSIP State Leadership Team. In 2015-2016, areas of discussion included DEC Recommended Practices, the Pyramid Model and Family Engagement.

NH Network: The SSIP Network on the NH Network provides an online platform for districts to give feedback, ask questions, and share insight into local processes and experience with the SSIP directly with the State Leadership Team regarding next steps and shaping the overall direction of the project.

Part 2: Support for LEAs and practitioners Implementation of Evidence-Based Practices

(a) Specify how the State will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for children with disabilities.

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

(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Improvements to the State infrastructure to better support districts to implement and scale up evidence-based practices were described in the **Infrastructure Development** section. This section builds on that infrastructure development and provides details on how the NHDOE is leveraging that infrastructure to **support districts in implementing the evidence-based practices** that will result in changes in the district, school and provider practices to achieve the SiMR for children with disabilities. It includes **steps and specific activities** needed to implement the coherent improvement strategies. The details on how the NHDOE will **involve other offices in the department and other agencies** are included throughout the SSIP narrative. It is worth noting that SSIP districts are in different stages depending on their readiness and current capacity to implement change as well as the scope of the vision they have identified. Therefore the level of support the State is providing varies depending on the individual status of the district.
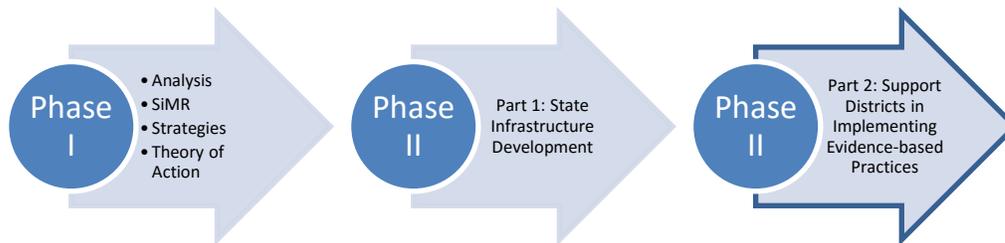
Offer Memorandum of Understanding (Phase II)
In the spring of 2015, the NHDOE created a draft Memorandum of Understanding (attached) outlining key roles and responsibilities for the NHDOE and participating districts in the SSIP process. As noted in the beginning of Phase II, one district decided not to participate in the SSIP process. The majority of districts agreed to the MOU as presented by the NHDOE. A couple of districts worked with the NHDOE to customize the agreement to more closely reflect their individual district expectations and commitment to the process. The willingness of the NHDOE to adjust the standard MOU language to better match district needs was an important first step toward building the reciprocal relationship with districts envisioned in the SSIP. These changes were not significant and included a stronger emphasis on partnership and other language more in keeping with district terminology.

Establish Criteria for Selection of Evidence-based Practices (Phase II)
The selection of evidence based practices presents another area in which the NHDOE balances their approach to engaging districts. Consistent with the state motto "Live Free or Die", NH districts prefer to have a choice regarding practices or programs they will implement rather than having the State determine which practices they will adopt. Acting on that awareness, the SSIP State Leadership Team defined the criteria for the selection of evidence-based practices that can be implemented for the SSIP but did not mandate implementation of a specific practice. The evidence-based practice must:

- Be supported by two or more research studies;
- Include a fidelity component;
- Be specifically designed for the preschool age group AND linked to improvement in social emotional outcomes for preschoolers; and

- Focus on changing adult/practitioner behavior which then results in improved social emotional outcomes for preschoolers

Identify Potential Evidence-Based Practices that meet the Criteria (Phase II)

The SSIP State Leadership Team identified three evidence-based practices (programs) that meet the state's criteria of an evidence-based practice: Universal Design for Learning, DEC Recommended Practices and The Pyramid Model. Resources, professional development opportunities and learning collaboratives will be aligned with these models. These were selected after much discussion with national experts as well as partners within the state to ensure maximum alignment across agencies and initiatives. District liaisons are working with the District Leadership Teams to determine which evidence-based practice will be implemented in each district. Districts can petition the State to implement a different evidence-based practice if it meets the established criteria; however, the State may have limited capacity to support districts with the practice.

Assign a liaison to work with each of the SSIP district (Phase II and Phase III)

A liaison, funded by NHDOE 619 Preschool Special Education discretionary funds, was assigned to work with the each of the SSIP districts. The liaison serves as a system or process coach for the district. These liaisons have a wealth of knowledge and experience, including backgrounds in special education administration, preschool special education coordination, teaching, behavioral and mental health, and related service provision. As a planned approach to build capacity and maintain a connection with the SSIP Leadership Team, liaisons engage in their own learning collaborative. Through this collaborative, liaisons share key lessons learned across districts, ensure common messaging, and explore potential tools to support the district work. The collaborative is coordinated by the state TA center that oversees the liaisons, with support from the SSIP Coordinator and the Data and Evaluation Coordinator. A major focus of the collaborative has been to enhance the liaisons understanding of the application of Implementation Drivers to effect change in local practices. NCSI is providing TA to the collaborative around Implementation Science.

In Phase II, the liaison:

a. Facilitated the development of **the local leadership team**, helping the district assess what roles are needed for the team and identifying who can serve on the team. The liaison attended meetings and facilitated meetings as needed.

b. Supported the district with **completion of the district Data and Infrastructure analysis** tool and the establishment of priorities based on that analysis. As a result of analysis and the conversations generated within the team, districts identified current initiatives, opportunities to leverage support for improvement, and challenges/barriers that impact the districts capacity to implement evidence-based practices. For some districts, this included recognition of a need to address program quality and LRE, funding and staffing issues as a first step before full implementation of an evidence-based practice can occur. The results from this tool were not shared with the NHDOE. Districts were encouraged to revisit the analysis process after a year or so to reflect changes to the infrastructure and to reassess priorities.

c. Served as a **communication link** between the District Leadership Team and the State Leadership Team. This allowed the state to promote sharing of successes across teams, to provide necessary supports and resources to districts as they arose and to make course adjustments based on teams' readiness and realities. This also provided a vehicle for the State Leadership Team to communicate efficiently with teams.

d. Began **the action planning process** with districts. This planning process started with the district articulating their vision for the work ahead, addressing why this work was important to them. It included a selection of the evidence-based practice the district will implement to help them achieve their vision, the identification of 1-2 goals and action steps to achieve those goals, as well as how the district will sustain the work and plans to scale-up, as appropriate. Liaisons, with support from NCSI, delved into the Implementation Drivers, gaining an understanding of the key functions of the drivers, and exploring the integrated and compensatory nature of the drivers. These drivers are recognized as central components needed to improve and sustain infrastructure in order to make effective use of the evidence-based practices. The liaisons will continue to promote the districts' application of the drivers throughout the action planning and implementation process, ensuring that key areas are recognized and addressed.

In Phase III, liaisons will further support the districts in the implementation of the action plan and developing a process for continuous improvement including the application of the improvement cycles: Plan, Do, Study, Act. Throughout the implementation, liaisons will serve as a valuable resource for continuing to integrate the district work into the state context.

Facilitate a Learning Collaborative among the SSIP Districts (Phase II and Phase III)
A letter welcoming districts to the SSIP process (attached) was sent in August of 2015. This letter announced the October 2015 orientation webinar. As the year progressed, additional webinars and face-to-face meetings were held with the intent of creating a collaborative learning community through which information could be shared, networking around successes and challenges could take place, and next steps could be explored.

The NH SSIP Learning Collaborative was further supported through the NH Networks, an online professional networking platform, hosted by the NHDOE. This platform provides a venue for sharing resources such as webinars, articles and tools, and upcoming events; online professional learning opportunities; as well as group discussion and collaboration creating a space for districts to connect with each other independently and in between more structured state-led events.

Through the Phase II planning process, districts identified a need to learn more about specific evidence-based practices. During the January 2016 NH SSIP Learning Collaborative Meeting, the State Leadership Team presented an overview comparing the three options (attached) and shared a summary document, providing additional information and resources for self-exploration. As a follow up, the State is sponsoring a one hour call with Rob Corso of the Pyramid Model Consortium as an orientation to the Pyramid Model. Due to the high interest in the Pyramid Model, it is anticipated that most districts will participate. Additional trainings supporting the Pyramid Model will be rolled out over the course of Summer–Fall 2016 and a calendar of trainings is being developed for future trainings. The UDL Academy has a variety of resources and support available regarding UDL, how to apply for the Academy and what is entailed in that commitment. The updated DEC Recommended Practices monograph was provided to SSIP districts and more information on supporting the development of practice-specific learning collaboratives as appropriate. Because this is a more customized, interested districts have been invited to engage in individual conversations with the NHDOE about this option.

Additional learning collaboratives may be created over time as specific areas of interest and need continue to be identified by the districts.

Ensure that High Quality Trainings and Coaching based on adult learning strategies are available (Phase III)
The SSIP State Leadership Team is developing a set of criteria for being considered an expert trainer or coach in the evidence-based practices. For SSIP districts that are ready to begin, the NHDOE Bureau of Special Education will offer training beginning in June 2016 to districts to support their capacity to implement their chosen evidence-based practice. These trainings will be opened up to others (Kindergarten, Title 1, Head Start, Child Care, etc.) as space allows. Trainers will focus on both the implementation of the practices as well as on building capacity for practice-based coaching (see attached Practice-based Coaching document). A cadre of coaches will be developed. Local practitioners and districts interested in engaging in peer or self-coaching will receive specialized training in the three components of practice-based coaching (shared goals and action planning, focused observation and reflection/feedback) as well as strategies for successful implementation within their teams. Additionally, a cadre of expert coaches will be recruited and trained by the State to provide expertise and coaching for districts interested in accessing external support. Practice-based coaching will also be supported through this model, reinforcing and practicing the implementation of lessons learned in the trainings.

To maximize resources and reduce duplication, the SSIP State Leadership Team has reached out to various other state agencies and initiatives to assist with the development of a resource list of expert trainers and coaches that currently exist within the state. Inter and intra-agency collaboration will be critical to this effort, particularly as the state moves towards becoming a Pyramid Model State. For this reason, the NHDOE is already working with NHDHHS Child Care Administration, Head Start Collaboration Office, Part C, the NHDOE Office of School Wellness and others to identify existing or planned training and coaching opportunities related to the Pyramid Model and ensuring ongoing coordination with the Spark-NH Workforce and Professional Development committee. It is expected that this level of collaboration will form the foundation for a strong, sustainable system of training and

coaching to promote the implementation, with fidelity, of not only the Pyramid Model, but UDL and the DEC RP as well.

Develop resources that promote increased family engagement (Phase III)
Each of the three evidence-based practices has a strong family engagement component. The regional PTAN groups, including the SSIP districts, continue to identify a need for more resources and strategies to promote family engagement. The NHDOE, in collaboration with the NH Parent Information Center, will develop and/or identify resources for districts that increase family engagement and promote positive social-emotional outcomes for preschool children with disabilities. SSIP districts are encouraged to consider how family engagement fits into their action planning process and to actively use family engagement strategies as they implement the practices. 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

Build capacity for local data collection, analysis and evaluation (Phase III)
Districts have indicated both a need to increase their capacity to utilize Preschool Outcome Measurement System (POMS) and other data to inform practice, as well as a desire to enhance longitudinal data collection and analysis, linking Part C to preschool and preschool to school age. The POMS TA consultant, the liaisons and coaches will be in place to support districts in examining their own local data as well as accessing resources at the state level. The State Leadership Team is examining barriers to the integration of longitudinal data at the state-level and will be providing continued support to districts as they engage in this process.

The SSIP Evaluation will require districts to provide data to the NHDOE. When possible, the State will utilize existing data collection as well as tools that are inherent to implementation of the practice rather than requiring the district to complete additional reporting. Districts will be guided through the evaluation reporting requirements, including timelines, collection systems and forms as well as the available reports and analysis tools developed for the evaluation via the SSIP Learning Collaborative, the liaisons and NHDOE.

Support districts with application of fidelity tools to assess effective implementation of practices (Phase III)
All three of the evidence-based practices have fidelity tools to assess the effective implementation of the practices. Training and coaching in the use of the tool(s) will be part of the system being developed. Districts will be supported through this process with using the results to change practice and measure effectiveness of the intervention.

Part 3: Evaluation

a) **Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measurable improvement in SIMR(s) for children with disabilities.**
b) **Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.**
c) **Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).**
d) **Specify how the State will use the evaluation data to examine the effectiveness of the implementation; the evaluation, assessment of the progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.**

As informed by the analysis and strategies put forth in Phase I, New Hampshire developed a theory of action to lead us to our desired result of improved outcomes for children with disabilities. Based on this theory of action, NH identified four key improvements to its state infrastructure needed to support local implementation of evidence-based practices as well as necessary supports for districts and practitioners to implement the evidence-based practices to lead the State to this result. In Part 3: Evaluation, the NHDOE addresses the how the evaluation is **aligned to the theory of action** and other components of the SSIP and the extent to which it includes **short-term and long-term objectives** to measure implementation of the SSIP. This section will articulate how the evaluation included **stakeholders** and how information from the evaluation will be disseminated to stakeholders. Specific **methods** used to collect and analyze data to evaluate the implementation and outcomes of the SSIP will be introduced. Furthermore, the NHDOE will explain how the State will use the evaluation data to **examine the effectiveness** of the implementation; the evaluation, **assessment of the progress** toward achieving intended improvements; and to **make modifications** to the SSIP as necessary.
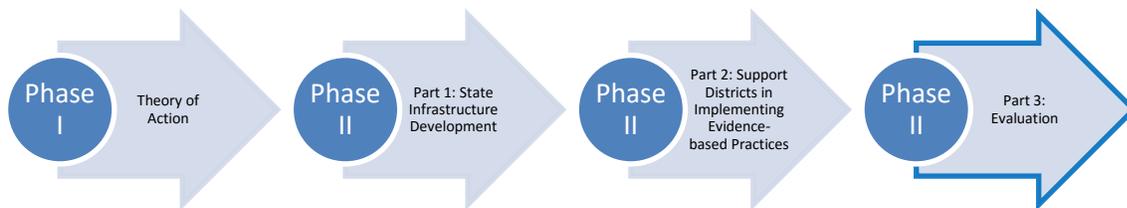
Evaluation Teams:
As part of the State infrastructure development, both an evaluation planning team and a data systems development team were identified as critical components needed to support the evaluation process.

Evaluation Planning Team: The Evaluation Planning Team was created to serve as the core evaluation working group. The team was charged with designing the overall evaluation plan, including identifying evaluation questions, developing the logic model (attached), and outlining data collection and methods. The group meets monthly and consists of representation from local districts, the SSIP Liaisons, SWIFT, the Parent Information Center, the SSIP Coordinator, the SSIP Data and Evaluation Coordinator. Technical Assistance through IDC has been critical in supporting the Evaluation Planning Team and SSIP Data and Evaluation Coordinator in developing and refining the Evaluation Logic Model and identifying frameworks for data analysis.

Data Systems Team: The Data Systems Team is a highly-focused working group. This team will work through early Fall 2016 to develop and implement data system components or modifications to support the data collection requirements outlined by the Evaluation Planning Team. The team will consist of representation from the Evaluation Planning Team as well as developers from the NH Department of Information Technology (NHDOIT), NH Special Education Information System (NHSEIS, a vendor), and NHDOE longitudinal data staff.

Stakeholder Involvement:
Stakeholders have been, and continue to be, a critical voice throughout the development of the SSIP and its evaluation. Both parent and district representatives are present on the Evaluation Team. Additional practitioner-level input is secured through presentations and listening sessions at state-wide collaborative meetings, feedback from the district liaisons, regional PTAN meetings, and through the NH Networks. The NH Networks are an online professional networking platform that will be the core communication and resource-sharing vehicle for the SSIP. Further stakeholder input specific to proposed data systems modifications will be gathered through the existing NH Special Education Information System (NHSEIS) Stakeholder Group, which includes representation from both participating and non-participating SSIP districts.

Evaluation Purpose:
The root causes, coherent improvement strategies and Theory of Action (TOA) developed in Phase I, were largely infrastructure-oriented. As a result, in designing the evaluation for the SSIP, the Evaluation Planning Team identified an overarching evaluation focus that would not only measure the process and progress towards achieving the SiMR, but also examine the capacity of state and local infrastructure to promote and sustain practice resulting in positive social emotional skills (including social relationships) for preschool children with disabilities.

Evaluation Questions:
The Evaluation Planning Team crafted three levels of questions to shape the direction, format, and progression of the evaluation (a summary of these questions is provided below). The Main Evaluation Questions capture the broad, overarching foci of the evaluation—examining the links between infrastructure and practice and practice and outcome as well as looking at the components of sustainability through a continuous improvement lens. These questions reflect the coherent logic of the TOA and drive the direction and flow of the evaluation logic model, leading us from the infrastructure being developed, to the change in practice, and ultimately to improved outcomes as outlined by the SIMR.

The Related Evaluation Questions build on the Main Evaluation questions and provide a more specific and refined lens on the evaluation focus. They identify key elements for feedback during the formative stages, including measures of capacity and function, as well as address more summative assessments of practice implementation and student outcomes.

The final layer of questions, the Evaluation Sub-questions, is directly connected to the data being collected. They are the detailed questions that drive which data points are needed to inform the evaluation and provide the information necessary to answer the Main and Related Evaluation Questions. They capture what it is we hope to learn from each data point and provide direction for the methodology and frequency of data collection and analysis.

Main Evaluation Questions	Related Evaluation Questions
• 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?	• Are the infrastructure elements created at the state and district level *sufficient* to support implementation fidelity of evidence based practice? (formative) • How do state and local infrastructures *interact* to support fidelity implementation? (formative) • To what extent is fidelity implementation of evidence based practice resulting in increased positive social emotional skills (including social relationships)? (summative) • Are we meeting our SiMR? (summative)

Examples of Specific Sub-questions the Evaluation Will Address
- Is there sufficient capacity at the state level to meet local needs?   - To what extent are planned changes in infrastructure at the state and district-level complementary?   - What changes have occurred in practitioner practice as part of the SSIP?   - To what extent have evidence-based practices been implemented with fidelity?   - Have children's social emotional skills (including social relationships) improved?

Evaluation Logic Model

The Evaluation Team completed an evaluation logic model which reflects the same progression from infrastructure to practice to outcome while incorporating sustainability through a process of continuous improvement described in the evaluation questions above. Grounded in the Theory of Action (TOA) and Coherent Improvement Strategies identified in Phase I, the logic model summarizes the available resources (inputs) and activities as well as defines outputs and short, intermediate, and long term objectives to measure implementation of the SSIP (see attached logic model). The short and intermediate outcomes include measures of staff development and training, family engagement, and procedural changes at both the state and local level which will provide valuable formative data regarding the effectiveness of implementation and progress towards achieving the SiMR.

Data Collection & Analysis

Overview: Data will be collected throughout the evaluation process to capture implementation progress, infrastructure changes and performance, change in practice, and progress towards achieving the SiMR. Data captured will draw from a variety of collection methods and sources, including surveys, training and coaching logs, and fidelity tools inherent to the practices. Additional efforts will be made to capitalize on existing data collections and infrastructure, including POMS, NHSEIS, and i4see, as well as strategically minimize data burden. The intent is to effectively capture and utilize data to inform progress and support outcomes while building long-term sustainability.

Currently, the Evaluation Planning Team is in the midst of a thoughtful and iterative process to refine its data point selections. Initial Evaluation Sub-questions and data points have been identified (a sample of the potential data points, sources and associated questions are included in the table below). A secondary review process is scheduled to begin in April 2016 to identify the following:

- Which data points are the most critical for scale-up?
- Which indicators are the best measures of effective implementation?
- Which data points can be used to address multiple measures?
- What data can be accessed through existing data collections or tools? What modifications may need to be made?
- What is the level of data burden for practitioners, districts, and the State?

As decisions are finalized, the Data Systems Team will provide specialized technical support in developing and implementing the necessary system modifications to support data collection, integration, analysis, and dissemination as outlined by the Evaluation Team.

Throughout implementation, the Evaluation Planning Team will review data collected to ensure the evaluation questions are being sufficiently addressed and to make adjustments to evaluation tools, timelines, and reports as needed. The goal is to ensure data is timely and accessible at the practitioner, district and state-level to measure implementation effectiveness and inform ongoing SSIP development. Much of this formative analysis will focus on examining changes to data systems and their impact on accessibility and use; professional development and technical assistance (TA) opportunities as they relate to capacity and need; system and infrastructure coordination and integration between the state and local levels; progress and pacing of implementation of district action plans

using the framework of implementation science. As districts and the State approach full implementation, more summative measures regarding complimentary infrastructure, changes in family engagement, the relationship between professional development and TA and fidelity implementation of evidence based practices, as well as impact on child outcomes will be assessed to gauge the effectiveness of implementation and make course corrections as needed.

Sample of State-Level Data Collection & Analysis

Activity/Outcome		Data Point/source	Collection Frequency	Questions Addressed (formative/summative)
State Leadership Team		Leadership Team Membership Meeting Schedules & Agendas State and District Action Plan(s)	Annual Bi-annual	*Formative* • Who is engaged in leadership teams? What is the time commitment? • What is the role of administration? • Where are leadership teams focusing their efforts? • Are teams making timely progress through their action plans?
Enhance Data Systems		Data Dictionaries Data systems map Data systems modifications	Annual	*Formative* • Where data are currently housed? • What data points and systems articulate? • What data is accessible? To whom? • Where are systems complimentary? Redundant? • What is the level of data burden? • What additional data or reports are needed to support practice? • Do district teams have the capacity to interpret and utilize data in a timely manner? *Summative* • What impact have system changes had on data burden? Data integrity? Accessibility? • How has data system usage changed at the local level? • How have system changes to access and availability impacted practice?
Support Implementation of Evidence-based Practices	Connect NH Initiatives	Training Calendars Action Plan Requirements Training logs Surveys	Annual	*Formative* • Are we able to leverage trainings from various sources? • Where can we promote the alignment of resources (fiscal, personnel, training, etc.) to enhance capacity? • What communication protocols exist to inform districts of coordination and alignment efforts at the state level? • How are districts accessing these coordinated resources? *Summative* • What methods of communication exist for local and state leadership teams to be informed of each's initiatives, resources, and efforts? • What does alignment across Preschool Special Education initiatives look like? • What does alignment across early childhood sectors look like?

Activity/Outcome		Data Point/source	Collection Frequency	Questions Addressed (formative/summative)
	District Liaisons	Master list of Liaisons Training Calendars Meeting schedules	Quarterly	*Formative* • How are districts utilizing the liaisons? • Are the liaisons adequately prepared for the task? • Do the districts feel the liaisons are/were able to meet their needs?
	Cadre of Practice-based Coaches	Master list of Coaches Training Calendars Coaching Logs	Annual Bi-annual	*Formative* • How are districts utilizing the coaches? • How much time is being spent on various coaching models? • Are the coaches adequately prepared for the task? • Do the practitioners feel the coaches are/were able to meet their needs?
	Professional development and TA activities	Training Calendar Registrations, Training Requests District Priorities District-identified needs	Annual Bi-annual	*Formative* • What communication strategies are utilized to inform districts of available supports and resources? How effective are they? • How does state and local training infrastructure interact? • Do trainings offered align with identified needs? Do they meet varying levels of need? • Is there sufficient capacity to meet identified training needs? *Summative* • How has training infrastructure changed over time? • Which training formats and dosage correlate with the greatest change in practice? Fidelity? • What do districts identify as characteristics of effective supports? • Is there infrastructure in place to sustain and support ongoing training?
Cycle of continuous quality improvement		Action Plan(s)—state and local Training feedback loops (surveys) District identified needs	Annual	*Formative* • What additional supports or TA is needed to achieve/move forward? • How is data being used to inform progress? • Are communication protocols developed for identifying barriers, adaptive challenges and problem solving at each level?

Sample of District-Level Data Collection & Analysis

Activity/Outcome	Data Point	Collection Frequency	Questions Addressed (formative/summative)
District Leadership Team	Leadership Team Membership Meeting Schedules & Agendas		*Formative* • Who is engaged in leadership teams? What is the time commitment? • What is the role of administration? • Where are leadership teams focusing their efforts?
District Action Plans	District Priorities Action Plan Action Plan Review Template	Upon completion Bi-annual	*Formative* • What are individualized versus shared needs? • Are there sufficient resources and infrastructure in place to support identified needs? • Where can supports and capacity be coordinated around common themes in district action plans? • To what extent are planned changes in infrastructure at the state and district-level complementary? • Are teams making expected progress through their action plans? *Summative* • Were districts able to fully implement their action plans within the SSIP timeframe? • Were districts able to achieve full implementation? If not, what additional supports are needed?
Participation in Professional Development/TA	Professional Development Logs Surveys, Exit Reflections Registrations, Training Requests	Annual	*Formative* • How much staff time is devoted to training? • How much release time is needed to accommodate professional development activities? • What additional needs are being identified? *Summative* • Are structures in place to support fidelity through the life of implementation?
Continuous Improvement Process	Action Plan Review Template Data-system Usage District Procedures	Bi-annual	*Formative* • How is district governance made aware of initiatives? • What elements of district governance and leadership are focused on social emotional outcomes? • Who has access to local data and how is it being used? • How are local needs communicated to the state? *Summative*

| Activity/Outcome	Data Point	Collection Frequency	Questions Addressed (formative/summative)
			• What causes are identified for changes in district procedures and practices related to social emotional outcomes during the SSIP? • What infrastructure is in place to support the use of data to inform programming?
Classroom-level Practice Implementation	Practice-specific Fidelity Measures	Based on practice selected, collected annually	*Formative* • To what extent are evidence-based practices being implemented with fidelity? *Summative* • What changes have occurred in practitioner practice as part of the SSIP? • What infrastructure is in place to support sustainability of fidelity implementation?
Family Engagement	Family Engagement Opportunities	Annually	*Formative* • What engagement opportunities are available to families? • What are districts, schools, and/or practitioners doing to support family engagement regarding social emotional growth? • In what ways are families engaging to support social emotional growth? • How have family engagement levels changed over the course of the SSIP?
Measuring Child Outcomes	Preschool-exit, annual reporting	POMS data (TS Gold/AEPS)	*Summative* • Have children's social emotional skills (including social relationships) improved?

Data Sharing and Dissemination

Existing reporting capacity through i4see, NHSEIS, and Sandbox, a Department of Education website for posting district-level live reports, will be used to provide SSIP districts with timely access to their own formative data as well as aggregate (state-wide) summaries. Report formats and access levels will be crafted with input from the SSIP Learning Collaborative to ensure data is shared in a way that is most useful for both practitioners and District Leadership Teams. The data will assist local programs in assessing progress and effectiveness of implementation and inform ongoing development and implementation of both their action plans and selected evidence-based practice. The State Leadership Team will receive similar access to aggregate formative data, either through electronic or printed media. The data will then be used to inform ongoing infrastructure development and strategies for improving implementation, as well as to share with state-level partners, as appropriate, including the Department of Education, Bureau of Special Education, Spark NH—NH's Early Childhood Advisory Council, Parent Information Center, Preschool Technical Assistance Network, DHHS, Head Start, and non-participating districts to provide updates on the project's progress and to promote further support and integration of resources.

Summative measures will be available annually, both by district and in aggregate, to demonstrate progress towards long term outcomes of improved positive social emotional skills for preschoolers with disabilities and sustainability of infrastructure. Participating districts will access this data through the existing data collection and reporting systems referenced above and/or via the distribution of electronic reports. Printed and electronic summary reports will also be made available to stakeholder groups, publicly posted on the Department of Education website, and shared with additional state leadership offices as appropriate. In addition, key findings and lessons learned will be summarized into fact sheets, infographics, brochures, and other media (as appropriate) to inform ongoing system development, sustainability, and advocacy, efforts.

Part 4: Technical Assistance and Supports

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

The NHDOE is grateful for the support DaSy, ECTA, IDC and NCSI provided in Phase I and II of the NH Part B SSIP and looks forward to ongoing support in Phase III. In this section, the NHDOE will describe the technical assistance provided by the centers in Phase II and opportunities for support in Phase III. Effective TA was based on the emerging needs of the state, and was designed in concert with the state.
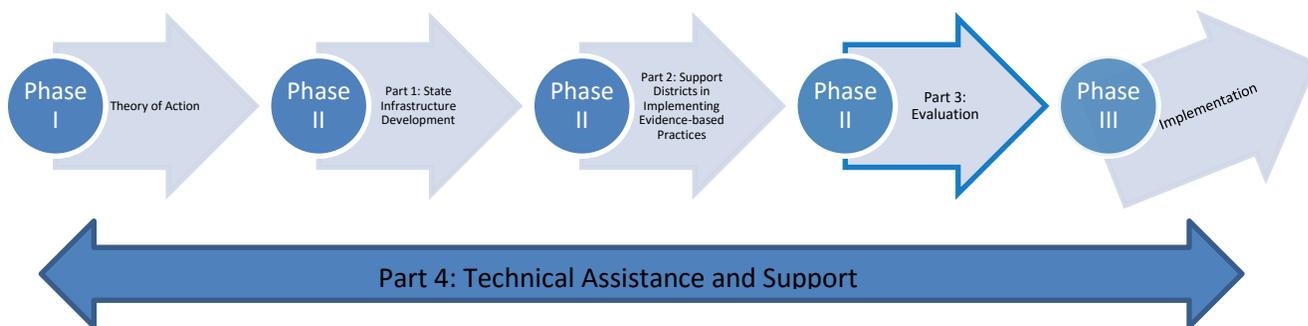
Mechanism for support
Technical assistance (TA) included both remote and on-site support. TA providers made conference lines and electronic conference rooms available. This saved the SEA time and energy for the work at hand. Support included providing technical assistance with agenda building, content expertise, meeting facilitation, note taking and reflection. Having skilled and knowledgeable TA providers available when the state needed them has been of great value. AI Hub, ECTA website and other online resource were also useful tools for supporting the work.

TA Providers and Coordination of support across centers
In Phase I and II, there was a significant focus on support across centers. ECTA and DaSy work seamlessly across the two centers. While each has somewhat different foci, the expertise and resources overlap. Their mantra: a state can call any of the staff with a question or a request for TA and they will assist the state or find someone who is better able to provide the support. This reduces the burden on the state to parse out which center is most suited to support the work at hand. ECTA and DaSy personnel (with input from the state) bring in other TA providers that have specialized expertise as needed. Their ability to work collaboratively across the centers results in high quality TA, responsive to the needs of the state.

IDC and NCSI are both relatively new centers. The work of these two centers has been distinguished by their individual mandates. IDC supports states work with data and evaluation, NCSI is focused on implementation science and evidence-based practices. There is a clear expectation of cooperation across these two centers although they function very separately.

Infrastructure Development
SEA~ The SSIP State Leadership Team has been working with the TA providers to enhance the state's capacity to create data, fiscal, professional development and other systems that will promote improved social-emotional outcomes for preschool children with disabilities. Ongoing TA that supports the development of the state infrastructure strengthens the sustainability of these efforts. While the constructs of implementation science are not rocket science, the ability to intentionally apply them across the emerging system requires guidance and support. Massachusetts has the same SiMR as New Hampshire. A learning collaborative between our two states was started and may be useful to continue in some fashion so we can learn from each other as we move into Phase III.

LEA~ The NHDOE has assigned a liaison to facilitate the LEA SSIP Leadership Team. The state team and the liaisons need TA to support attending to the stages of implementation and to apply the implementation drivers to the action planning process. Technical assistance regarding application of implementation science to the local context will continue to be very valuable. This work began in Phase II and continues into Phase III.

Support for LEA implementation of Evidence-Based Practices
In NH, LEAs are in the process of selecting the evidence-based practice/program that they will implement to improve social-emotional outcomes for preschool children with disabilities. In Phase II the evidence-based practices were defined and identified by the state. In Phase III, NH will need and seek support with the development of a professional development system that will provide training and coaching to the LEAs in the practices.

Evaluation
The IDC Interactive Institute last year provided a good entree into framing the SSIP evaluation. Face-to-face presentations, with rich discussions and experts in evaluation helped us begin to conceptualize the evaluation. Throughout this past year, IDC has provided TA support regarding the development of the Logic Model, evaluation questions, and assisting with convening both a work group as well as broader representation of stakeholders.

In Phase III, support regarding evaluation will be focused on helping the state refine the logic model, evaluation questions and analysis plan, developing data systems and building the infrastructure to implement the evaluation system. The IDC Institute this spring is anticipated to be an opportunity for our team to come together and strengthen the state's capacity to "implement a culture of high-quality data at state and local levels to achieve measurable and sustainable results for children and youth with disabilities and their families".

Stakeholder Involvement
Stakeholder engagement is integral to the SSIP and goes beyond quarterly meetings. The NHDOE has developed a comprehensive, ongoing feedback loop to engage a variety of stakeholders in the SSIP work. Because it is built into our process, TA needs regarding stakeholder involvement are not identified by the state at this time. In Phase III, the NHDOE plans to expand resources and supports to strengthen parents understanding of their child's social-emotional development and to engage families more fully in the SSIP work at both the state and local level. This may be an area for additional TA from the federal centers.