

WV Birth to Three SSIP Evaluation Plan FFY 2024

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Has Been Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
System - Short Term	Practitioners, SCs, and Lead Agency will be able to view real time data to know that COSFs have been completed	<p>Are Child Outcome ratings being entered timely?</p> <p>Are ISCs, OSCs and Practitioners using the new online system?</p>	<p>The statewide data system has migrated to web-based Child Outcome ratings are being entered timely</p> <p>Professionals have applied to access the new system</p> <p>Professionals are consistently uploading and interacting with the new on-line EI Record</p>	<p>Documentation of data system went live</p> <p>QA reviews to document the entry of COSFs for children with initial IFSPs, and entry of annual and exit COSFs</p> <p>Data shared with Regional Administrative Units and stakeholders</p>	<p>In 2016, the Data system was fully implemented to a web-based platform. The COS data is entered into the on-line data system.</p> <p>On June 1, 2022, WVBTT moved to an electronic child record within the integrated data system. This includes completion of the WV Birth to Three Standard Documentation electronically, uploading of forms to WVBTT Online folders, a mechanism for team communication, and submission of claims electronically.</p> <p>100% of WVBTT practitioners and service coordinators use the electronic child record daily. There are currently over 900 professionals who have been approved to use the reporting functions and other features of WVBTT Online.</p>
System - Short Term	More comprehensive data will be available for monitoring and evaluating child outcomes and improvement efforts at local and state level	<p>Is data on child outcomes being used to guide improvement work?</p> <p>Do Stakeholders find Child Outcome data reports useful?</p>	<p>More children who receive at least 6 months of service will have completed entry and exit outcome measures when exiting</p> <p>Stakeholders report using data to make changes in practice or seeking additional technical assistance</p>	<p>Reports are generated and shared with stakeholders at least 2x annually</p> <p>Surveys to practitioners and service coordinators about the usefulness of data reports</p>	<p>WVBTT hosts Come Grow Meetings during which Child Outcomes data is shared. Data was shared on the % of children with completed entry and exit ratings, the % of children with less than 6 months of service, and other analyzes.</p> <p>The number of children with completed Child Outcomes entry and exit ratings has increased each year since improvement activities were implemented.</p> <p>During this period, 98% of exiting children had completed Child Outcome data.</p> <p>In the spring of 2025, WVBTT updated the local data reporting format to be easier to read and understand by the public. Annually, WVBTT hosts Come Grow with Us sessions. In the fall of 2024, WVBTT offered in person regional Come Grow with Us sessions with RAU staff and enrolled EIS providers. During these sessions, WVBTT provided an overview of the Annual Performance Report (APR), State Systemic Improvement Plan activities and</p>

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					the program's annual determination. Each region's local APR data was shared in each session, and regional RAU staff and local EIS providers were given an opportunity to ask questions and better understand their local data and how they compared to the state's overall data. Each region had an opportunity to propose activities that might assist the region in addressing any concerns identified through the analysis and discussions.
Practice - Intermediate	Practitioners will understand the importance of timely, accurate child outcome ratings for individual child progress monitoring, program improvements and systems evaluation.	Will enhanced attention to Child Outcome ratings help practitioners understand the importance of accurate ratings that consider child's participation across variety of settings?	<p>More practitioners will enroll in COSF webinars and Communities of Practice</p> <p>More children exiting WVBTT with at least six months of service will move closer to their peers of the same age in social emotional development</p>	<p>Registration and participation data from training</p> <p>Indicator 3 Outcome 1 data</p>	<p>WVBTT has offered training on the Child Outcome Summary Form for many years but only Service Coordinators were required to attend. On January 1, 2023, all newly enrolled practitioners and service coordinators are required to attend the Child Outcome Summary Form training.</p> <p>WVBTT completed revisions to move the ECTA 'COS training' to the WVBTT Canvas platform. The self-paced course was released in September of 2024. The release of the revised COS training in a self-paced course provides easier access to high quality information and resources to support the completion of child outcome summary data accurately to ultimately improve the quality of COS data.</p>

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System – Short Term	Stakeholders will be engaged in and provide input for SSIP improvement activities.	Does branding activities with 'Come Grow with Us' result in stakeholders being more aware and create interest?	<p>In the percentage of practitioners who respond to surveys</p> <p>Attendance at local meetings will reflect interest</p> <p>Increased numbers of ISCs, OSCs and Practitioners will participate in Come Grow with Us improvement activities</p>	<p>Response rates from surveys</p> <p>Meeting attendance</p> <p>Registration and enrollment in training and Communities of Practice</p>	<p>Continued interest in enrollment in Communities of Practice</p> <p>Practitioners and OSCs joining Local Implementation Teams</p> <p>Annually in the month of October, WV Birth to Three hosts regional Come Grow with Us meetings. During these meetings, an overview of the APR/ SSIP is provided, data and targets are shared, and input is gathered from the EIS programs and providers. The State staff traveled to all eight RAU regions in October of 2024 with a total of 197 EIS providers. During these meetings, the EIS programs and providers provided input into the Family Survey process including recommendations to increase family participation, feedback on the Child Outcome Summary form process, identification of the need for training on assessment of children under the age of six months and shared information on the changing needs of children and families they are serving since the pandemic.</p>
System – Short Term	Information about SSIP activities is easily accessible to stakeholders.	Do stakeholders report being knowledgeable of where to find updates for SSIP activities?	Accessing website information	Number of hits on website	All activities branded with 'Come Grow with Us'. A section of the website dedicated to SSIP activities.

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System – Short Term	A coaching pilot is designed and implemented to evaluate the use of coaching/reflection as a model for moving research to practice in providing relationship based early intervention.	Will practitioners who receive coaching during the pilot demonstrate increased use of evidence-based practices when supporting families?	Coaching model selected Written plan and timelines for pilot coaching process Implementation Team will use NIRN templates to assign tasks, track completion and establish communication protocols	Practitioner pre/post data Fidelity of implementation data Inter-observer agreement on all data Social validity data	In the fall of 2017, a coaching pilot using video-based feedback/coaching was completed. Data analysis indicates that video coaching models are effective in supporting practitioner change in practice. Through stakeholder input, the Family Guided Routines Based Interventions model was identified to support practitioners in use of evidence -based practices for coaching families. FGRBI overview course and five targeted communities of practice were launched in January of 2023. Fidelity measures are incorporated into the communities of practice and final evaluations include social validity data which is used for curriculum revisions and reporting to key stakeholders. During this period, 162 participants registered for the overview course and 123 completed it, and 89 participants completed the entire course series, with some having begun the coursework prior to this timeframe.

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System – Short Term	Pilot mentoring process to introduce and support newly enrolled practitioners and service coordinators to their roles in the WV Birth to Three early intervention system.	Will newly enrolled practitioners and service coordinators better understand their role as early intervention service providers and the purpose of WV Birth to Three services and supports?	<p>The mentoring process supports practitioners in the areas of: Mission Statement and Key Principles of the WV Birth to Three and expectations of relationship based early intervention.</p> <p>Recipients of mentoring will report positive impact on understanding their role as early intervention providers.</p>	<p>Number of practitioners and service coordinators who take advantage of the mentoring that is offered.</p> <p>Survey of recipients regarding the impact of mentoring</p>	<p>The Mentoring Implementation Team designed a framework for a mentoring system which incorporates an emphasis on Mission and Key Principles and relationship based early intervention. The team selected and trained mentors.</p> <p>This team has developed a mentoring log and tools to facilitate the mentoring process, including an evaluation tool to measure the impact of mentoring.</p> <p>WV Birth to Three began offering mentors to newly enrolled practitioners in January 2019. Regional Technical Assistants are available to each newly enrolled EIS provider to answer questions on policy, procedure and linkages to resources.</p> <p>A Mentoring Toolbox to support Mentors is in creation to include DEC Practitioner Guides and Self -Assessment Checklists.</p> <p>Introductory training is provided to state staff, and RAU Directors provides an overview of the mentor program to assist in their confidence in sharing the mentor opportunity with newly enrolling practitioners.</p>
System - Intermediate	Plan is developed and implemented for identifying a cadre of trainers, mentors and coaches.	Does the PD System plan include all the required components needed to scale up and sustain a comprehensive PD system?	A written plan exists for identifying a cadre of trainers, mentors and coaches that includes; expectations for each role, and a process for training and coaching the selected individuals.	SE Leadership will review and confirm that plan for scale up includes all necessary components	<p>Coaches have been identified for the Early Start Denver Model, ASQ SE- 2 and FGRBI. Coaches will be required to meet fidelity (ESDM and FGRBI) or level of confidence (ASQ: SE) within the evidence-based practice they are using.</p> <p>Coaches are reporting great confidence in facilitating these projects and are now building capacity to support others to become coaches.</p>

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System – Intermediate	Families in WV Birth to Three know how to support their children's social emotional development	Did families find written materials and website information helpful to promote their children's social emotional development?	Families report that they better understand how to promote their child's social emotional development	<p>Question added to exit survey</p> <p>Opportunity for parent feedback on website location with the resources</p>	<p>WVBTT began using the ECTA Family Survey in FFY 2020. WVBTT has designed a process to conduct follow up calls with families and is contracting with a Spanish language interpreter to call families who are Spanish speaking.</p> <p>ICC has completed a brochure for families, focused on activities to promote social emotional development of their infant/toddler. This brochure is distributed to WV Birth to Three families and posted on the website. A Tip Sheet has been designed and is available for practitioners on how to present and facilitate a conversation about the brochure with families.</p> <p>WVBTT began in 2023, to call families who had not responded to the Family Survey to increase response rate and contracted with a Spanish interpreter who called Spanish speaking families increasing the response rate of that population.</p> <p>Family Survey results continue to demonstrate family satisfaction across the three family outcomes.</p> <p>WV BTT produced a short You Tube Video on family voices from the Family Survey.</p> <p>https://www.youtube.com/watch?v=z4irqymWkfl</p> <p>WVBTT invites the 8 Regional Parent Partners at the RAU and the Director of WVPTI to participate in the SSIP Leadership to provide input into SSIP improvement activities.</p>

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Practice – Intermediate	<p>ISCs, OSCs, and Practitioners have an understanding of:</p> <p>A. the importance of early relationships and everyday learning opportunities in supporting infant/toddler development.</p> <p>B. typical/atypical social emotional development and the importance of social emotional development as the foundation for all other learning</p> <p>C. the use of coaching as an effective practice to support families in promoting their child's development.</p>	<p>Do ISCs, OSCs and Practitioners who participate in training, understand the foundational knowledge related to:</p> <p>A. the importance of early positive relationships and opportunities for promoting development through everyday routines and activities.</p> <p>B. of typical/atypical social emotional development and the importance of social emotional development as the foundation for all other learning</p> <p>C. and awareness of the use of coaching as an effective practice to support families in promoting their child's development.</p> <p>Will there be a difference in knowledge level between professionals who received;</p> <p>A training only; B mentoring; C. Coaching</p>	<p>Percentage of ISCs, OSCs, and Practitioners who pass a basic test of knowledge in each of three subject areas</p> <p>Percentage of ISCs, OSCs, and Practitioners who report that universal resources increased their understanding of how the topic area is, including for children with sensory impairments and autism.</p>	<p>Response to pre/post knowledge tests for each core training topic</p> <p>Percent response to evaluations</p> <p>Percent response to annual survey through survey monkey</p> <p>Measurements regarding differences in support types will be phased in as mentoring and coaching become available.</p>	<p>WVBTT released two facilitated courses in January of 2023 on the WVBTT Canvas Learning Management System.</p> <p>The Pyramid Model for Promoting Infant and Toddler Social Emotional Development is a tiered approach for supporting the social emotional development of young children. Through participating in the course, individuals learn about social emotional development, how to support families in providing a safe and nurturing home environment, targeted strategies for teaching social emotional skills when a child is at risk and for children who are displaying persistent challenging behaviors, how to conduct a functional behavior assessment and design a positive behavior support plan.</p> <p>Family Guided Routines Base Interventions is an approach to the provision of early intervention services that focuses on family engagement to support infant and toddler development within the daily activities and routines of a family through caregiver coaching. There are five components to the model- Family guided, individualized, culturally responsive services and supports; everyday activities routines and places; functional participation-based outcomes; embedded evidence-based instruction; and caregiver coaching.</p> <p>Data collection for the Pyramid Model: Discussion boards, reflection prompts, submission of positive behavior support plan complete by team, training evaluations.</p> <p>Data collection for FGRBI: Review of discussion boards, reflection prompts, submission of supporting documentation or video clips of the evidence-based practice implemented in each focused community of practice, a self-assessment via the WVBTT FGRBI Fidelity tool, training evaluations and Survey Monkey for Social Validity data at the end of the completion of the FGRBI.</p>

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System - Intermediate	WVBTT designs and implements a process to scale up and sustain the enhanced professional development system of training, mentoring and coaching to increase knowledge of and implementation of fidelity in evidence-based practices for promoting social emotional development.	Does the plan include all the required components necessary to implement a comprehensive professional development system?	Professional Development Plan with components of mentoring and coaching Implementation teams and communication plans for each major activity area	State SSIP Leadership team will confirm written plan with required components WVBTT state office will gather and document completion	Through the WVBTT Canvas Learning Management System, WVBTT can offer more high quality self-paced and facilitated courses. The required components for the mentoring system for newly enrolled practitioners have been designed and are being implemented. WVBTT has a mentoring system for newly enrolled practitioners and has filled vacant regional TA positions. Communities of Practice are currently being used to provide coaching and support for the implementation of new practices. Peer to peer and content expert coaching is available for the ASQ SE-2, ESDM, Pyramid Model, Family Guided Routines Based Interventions and Motivational Interviewing as part of the tiered approach for professional development.
Practice – Intermediate	WVBTT practitioners have improved skills in evaluating social emotional development and rating children under the Social Emotional outcome on the Child Outcome Summary Form.	Do practitioners who participate in ASQ SE training demonstrate foundational knowledge in evaluating social emotional development? Do Practitioners who participate in ASQ SE training have the skills to age anchor and appropriately rate children's functional abilities in the social emotional national outcome areas?	Data will be collected on ASQ SE Excel Spreadsheet related to: Does the ASQ SE assist in conversations with families? Does the ASQ SE help to inform the COS rating? Does the ASQ SE help to inform additional assessment needs? Does the ASQ SE help to inform the child/family outcomes and strategies? Does the ASQ SE inform needs for community linkages	ASQ SE Excel spreadsheet in completed for each child assessed at initial/annual evaluation/assessment. ASQ SE spreadsheet will be submitted to state office at the end of the pilot. Data will be analyzed for revision of training and Community of Practice and to inform scale up decisions. Consider Pyramid Model Family Coaching Fidelity Tool-Assessment Practices.	ASQ SE training and communities of practice have been implemented since January of 2019. Over the past five years, a total of 92 participants have been trained. Training is focused on utilization and scoring of the ASQ SE, typical/atypical social emotional development, how to incorporate findings within the evaluation/assessment report, facilitation of conversations for the completion of the Child Outcome Summary Form, eligibility, and design of the IFSP. Participants attend a monthly Community of Practice for support as they begin to implement the screener. One finding is the need to continue providing information on linkages to community programs outside of BTT to address child and family concerns around social emotional development. In 2023, WVBTT hosted the SEAM training with a voluntary community of practice that individuals could drop into to have coaching support as they implemented the assessment tool. WVBTT will continue to offer training and communities of practice to support the field in implementation.

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Practice - Intermediate	ISCs, OSCs and Practitioners will have improved skills in the development of meaningful, functional, and measurable IFSP outcomes and strategies to support the child's social-emotional development through positive interactions.	Do practitioners who participate in IFSP training demonstrate foundational knowledge in IFSP outcome development, including children with sensory impairments and autism?	<p>A random sample of IFSPs will include 80% of the components as identified on the IFSP Rating Tool across all regions of the state.</p> <p>Increased numbers of IFSP will include outcomes to support social emotional development including those children who have a diagnosis of autism or a hearing or vision loss.</p> <p>Practitioners report increased competence in creating IFSP outcomes.</p>	<p>Number of IFSPs that meet benchmarks on the IFSP Rating Tool – through annual review</p> <p>Number of IFSPs that have social emotional outcomes.</p> <p>Survey Monkey of practitioners' confidence in creating IFSP outcomes in social emotional development.</p>	<p>Components of Functional, Meaningful Child Outcomes and IFSP guidance was released in November of 2017 as part of the Creating Participation Based IFSP Outcomes training.</p> <p>Creating Participation Based IFSP Outcomes training has been revised to support the key concepts of high quality IFSP child outcomes and released in March of 2019.</p> <p>Creating Meaningful Child and Family Outcomes self-paced course was released on April 1, 2023. Participants practice writing outcomes and must pass post test at 80%.</p>
Practice – Intermediate	WVBTT practitioners implement relationship-based intervention practices with fidelity including coaching to support families in achieving their goals for their child and family.	Do practitioners who receive coaching implement practices from the Family Coaching Checklist with fidelity?	75% of practitioners who complete the FGRBI training and Communities of Practice will implement the targeted practices on the FGRBI Fidelity tools with 80% fidelity.	<p>Selected FGRBI Fidelity Tools</p> <p>Self-assessments by practitioners who receive coaching support.</p>	<p>Data gathered through Coaching pilot demonstrated that use of video- based performance feedback is a viable method for providing coaching in a rural state.</p> <p>SSIP Leadership team researched evidence- based practices for providing family coaching and selected the Family Guided Routines Based Interventions Approach. (FGRBI)</p> <p>WV BTT released a self-paced course 'Overview of FGRBI' and five additional communities of practice on the components of FGRBI in January of 2023.</p> <p>The COPs provide information aligned with the best available evidence related to family-centered services, several application activities, opportunities for reflection, and documentation of fidelity across each lesson to ensure the objectives of each lesson are being implemented with fidelity.</p> <p>SSIP Leadership team researched platforms for providing video- based coaching and initially recommended TORSH. Teams using TORSH are not happy with the platform. WVBTT will be exploring Canvas Studio.</p>

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System - Intermediate	Strengthening Families Framework strategies are integrated into WV Birth to Three forms utilized for referral through IFSP	Will fewer families be lost between intake and eligibility? Will families report feeling supported during initial interactions?	Referral, Family Assessment /Intake, assessment report template and IFSP forms are revised to incorporate Strengthening Families Framework components Families have positive responses about their interactions from referral through initial eligibility meeting	Satisfaction survey to families after initial IFSP – randomly select in each region	Family Assessment, assessment report template and IFSP have been revised to incorporate Strengthening Families Framework.
System - Intermediate	Family Assessment/Intakes, assessment and IFSP will reflect family priorities within daily routines	Does training and coaching on family centered services result in Family Assessments/Intakes, assessments and IFSP that address family concerns, priorities and resources within the day-to-day life of the family?	Family Assessments, assessment reports and IFSP will meet quality benchmarks for supporting the family in promoting their child's development within daily activities and routines on the quality rubrics.	Results from self-assessment checklist	<p>The Family Assessment, WVBTT Assessment Report Template and IFSP documents include sections on family priorities within daily routines. WVBTT has a Daily Family Routines form for use in gathering family priorities and concerns within daily routines.</p> <p>WVBTT supported Leadership Teams within each Regional Administrative Unit (RAU) to support successful implementation of the Family Assessment, assessment report template and IFSP.</p> <p>In 2024, WVBTT piloted the About My Baby/Toddler tool (F-Words for Child Development) into the Family Assessment. Based on stakeholder feedback, WVBTT has decided to not incorporate the tool at Intake and will be exploring use of the tool as part of the assistive technology assessment process.</p>