Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Has Been Achieved? (performance indicator)	Measurement/Data Collection Methods	Documentation of Completed Improvements
System - Short Term	Practitioners, SCs, and Lead Agency will be able to view real time data to know that COSFs have been completed	Are Child Outcome ratings being entered timely? Are ISCs, OSCs and Practitioners using the new online system?	The statewide data system has migrated to web-based Child Outcome ratings are being entered timely Professionals have applied to access the new system	Documentation of data system went live QA reviews to document entry of COSFs for children with initial IFSPs, and entry of annual and exit COSFs Data shared with Regional Administrative Units and stakeholders	Data system was fully implemented in October, 2016. The WVBTT data system was transitioned to a web-based platform. WVBTT is planning to move all child records to an electronic format – this will include completion of forms electronically, uploading of forms to WVBTT Online, and submission of claims electronically – all to be completed by May, 2022. There are currently 846 enrolled professionals who have been approved to use the reporting functions and other features of WVBTT Online
System - Short Term	More comprehensive data will be available for monitoring and evaluating child outcomes and improvement efforts at local and state level	Is data on child outcomes being used to guide improvement work? Do Stakeholders find Child Outcome data reports useful?	More children who receive at least 6 months of service will have completed entry and exit outcome measures when exiting Stakeholders report using data to make changes in practice or seeking additional technical assistance	Reports are generated and shared with stakeholders at least 2x annually Surveys to practitioners and service coordinators about usefulness of data reports	WVBTT hosted annual webinars, during which Child Outcomes data was 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. The number of children with completed entry and exit ratings has increased to 97% of children have a completed entry and exit COSF form. Work continues in this area and includes QA reviews to assure that Exit ratings are completed for children with planned exits.
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?	More practitioners will enroll in COSF webinars and Communities of Practice More children exiting WVBTT with at least six months of service will move closer to their same age peers in social emotional development	Registration and participation data from trainings Indicator 3 Outcome 1 data	WVBTT has revised the COSF and Creating Participation Based IFSP Outcomes trainings, including a Tips Sheet. Practitioner participation in Communities of Practice, 'COSF' and 'Creating Participation based IFSP Outcomes' webinar sessions has continued. WV Birth to Three continues to work with professionals on this outcome.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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?	In the percentage of practitioners who respond to surveys Attendance at local meetings will reflect interest Increased numbers of ISCs, OSCs and Practitioners will participate in Come Grow with Us improvement activities	Response rates from surveys Meeting attendance Registration and enrollment in trainings and Communities of Practice	Continued interest in enrollment in Communities of Practice Practitioners and OSCs joining Local Implementation Teams WVBTT continues to host annual Come Grow with Us webinars – over 700 professionals participated in sessions in January, 2022 – providing input and suggestions
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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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	Coaching pilot was completed fall of 2017, using video based feedback/coaching. Data analysis indicates that video coaching model is effective in supporting practitioner change in practice. Recommendation has been made to use the Family Guided Routines Based Interventions to support practitioners in use of evidence -based practices, including coaching families. FGRBI was initially delayed due to access to an adequate Learning Management System – which has now been purchased. FGRBI will be available in the late spring of 2022.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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 enrolling practitioners and service coordinators better understand their role as early intervention service providers and the purpose of WV Birth to Three services and supports?	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. Recipients of mentoring will report positive impact on understanding their role as early intervention providers.	Number of practitioners and service coordinators who take advantage of the mentoring that is offered. Survey of recipients regarding impact of mentoring	The Mentoring Implementation Team designed a framework for a mentoring system which incorporates an emphasis on the Mission and Key Principles and relationship based early intervention. The team selected and trained mentors. This team has developed a mentoring log and tools to facilitate the mentoring process, including an evaluation tool to measure the impact of mentoring. WV Birth to Three began offering mentors to newly enrolled practitioners in January, 2019. A Mentoring Tool Box to support Mentors is in creation to include DEC Practitioner Guides and Self -Assessment Checklists. Introductory training provided to state staff, and RAU Directors to provide an overview of the mentor program to assist in their confidence in sharing the mentor opportunity with newly enrolling practitioners.
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	Coaches have been identified for the Early Start Denver Model, ASQ S:E 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.
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 promoting their children's social emotional development?	Families report that they better understand how to promote their child's social emotional development	Question added to exit survey Opportunity for parent feedback on website location with the resources	Changes have not yet been made to the Family Survey. Changes to the survey require corresponding changes to the database. Revision anticipated date of June, 2019. 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.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
Practice – Intermediate	ISCs, OSCs, and Practitioners have an understanding of: A. the importance of early relationships and everyday learning opportunities in supporting infant/toddler development; B. typical/atypical social emotional development and the importance of social emotional development as the foundation for all other learning; and C. the use of coaching as an effective practice to support families in promoting their child's development.	Do ISCs, OSCs and Practitioners who participate in training, understand the foundational knowledge related to: A. the importance of early positive relationships and the opportunities for promoting development through everyday routines and activities; B. of typical/atypical social emotional development and the importance of social emotional development as the foundation for all other learning; and C. and awareness of the use of coaching as an effective practice to support families in promoting their child's development. Will there be a difference in knowledge level between professionals who received ; A training only; B mentoring; C. Coaching	Percentage of ISCs, OSCs, and Practitioners who pass a basic test of knowledge in each of three subject area Percentage of ISCs, OSCs, and Practitioners who report that universal resources increased their understanding of how the topic area, including for children with sensory impairments and autism.	Response to pre/post knowledge tests for each core training topic Percent response to evaluations Percent response to annual survey through survey monkey Measurements regarding differences in support types will be phased in as mentoring and coaching become available.	WV Birth to Three now includes content on the mission and key principles including the importance of early positive relationships and the opportunities for promoting development through everyday routines and activities and the importance of family coaching for improved outcomes for children and families at the beginning of most of our training sessions The IFSP has been revised in 2018 to support the use of daily activities as the focus of all child outcomes. WV Birth to Three has created resources to support evidence-based practices for implementation with children on the Autism Spectrum and who have vision impairment and hearing loss. The resource guides for families of children with either vision impairment or hearing loss have been released and training on these resources are ongoing. The Early Start Denver Model Project is being implemented and the Family Guided Routines Based Intervention and Pyramid Model for Promoting Social Emotional Development Courses are to be released in Canvas in the spring of 2022. WV Birth to Three is also moving other previously recorded sessions on social emotional development into the WV STARS Learning Management System, with post tests to measure increase in knowledge/understanding. Checklists and fidelity measures have been identified and are being implemented as new activities roll out.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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 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?	Written 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	The required components for the mentoring system have been designed and were implemented. Communities of Practice are currently being used to provide coaching and support for the implementation of new practices. Further strategies around comprehensive coaching components implemented with the Pyramid Model training modules.
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 spread sheet in completed for each child assessed at initial/annual evaluation/assessment. ASQ SE spread sheet 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 Pilot was begun in January of 2019. Eight Developmental Specialists have completed training and are participating in monthly Community of Practices through June of 2019. Pilot participants provided feedback on training and Community of Practice to assist with revisions. Four additional cohorts have completed the training and communities of practice. The next cohort of Developmental Specialists has been recruited and is participating in Communities of Practice beginning in the winter of 2022. Data from pilot and additional cohorts will be used to make a decision as to whether or not the ASQ SE should be used universally as part of the evaluation/assessment process. Data from pilot and additional cohorts will be used to inform next steps in providing training on additional assessment tools.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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 for children with sensory impairments and autism?	A random sample of IFSPs will include 80% of the components as identified on the IFSP Rating Tool across all regions of the state.

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.

Practitioners report increased competence in creating IFSP outcomes. | Number of IFSPs that meet benchmarks on the IFSP Rating Tool – through annual review

Number of IFSPs that have social emotional outcomes.

Survey Monkey of practitioners' confidence in creating IFSP outcomes in the area of social emotional development. | Components of Functional, Meaningful Child Outcomes and IFSP guidance was released in November of 2017.

An IFSP Rating Tool was developed. Eight Local Implementation Teams used the tool in July of 2018 and provided feedback on the tool for use as an evaluation measure.

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.

Child Outcomes Communities of Practice are offered on a monthly basis since November of 2017. |
| **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. | Selected FGRBI Fidelity Tools

Self-assessments by practitioners who receive coaching support. | Data gathered through Coaching pilot demonstrated that use of video- based performance feedback is a viable method for providing coaching in a rural state.

SSIP Leadership team researched evidence- based practices for providing family coaching and selected the Family Guided Routines Based Interventions Approach. State office has contracted with a facilitator for this work. A new FGRBI course will be released in Canvas in the spring of 2022.

SSIP Leadership team researched platforms for providing video- based coaching and initially recommended TORSH. The teams used TORSH and decided to convert to using ------ --------
More professionals now using Coaching as a strategy – initially due to limitations during pandemic but then have chosen Coaching as an ongoing strategy to support families. |

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Evidence of Progress
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. The new Family Assessment and IFSP documents have been implemented. The new evaluation/assessment report template was released. These forms are now fillable pdfs. New evaluation/assessment rating tool finalized.
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	Quality Rating Tools are being designed to evaluate the components of the Family Assessment, assessment reports and IFSP. WVBTT supported Leadership Teams within each Regional Administrative Unit (RAU) to support successful implementation of the new Family Assessment, assessment report template and IFSP. Practitioners are being supported through Communities of Practice.