

FFY 2019 Indicator C-11 Annual Performance Report (APR)

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR).

New Hampshire's (NH) SiMR: The percent of infants and toddlers with IFSPs will demonstrate improved acquisition and use of knowledge and skills (including early language/communication) in Indicator 3B, Summary Statement 2 (SS2). This percent will increase from 66.88% in 2013 to 66.89% in 2019.

NH's SiMR is also disaggregated by race and gender. NH anticipates that the improvement strategies targeting these groups will result in improved outcomes for all children across NH. The state will know that the system has succeeded when the following have occurred. The percentage of boys in Outcome B Summary Statement 1 (3B SS1) will increase from 80% in 2013 to 85.11% in 2019. The percentage of boys in Outcome B Summary Statement 2 (3B SS2) will increase from 63.70% in 2013 to 64.11% in 2019. The percentage of children in the minority group in Outcome B Summary Statement 2 (3B SS2) will increase from 58.30% in 2013 to 59.01% in 2019.

Has the SiMR changed since the last SSIP submission? No

If "Yes", provide an explanation for the change(s), including the role of stakeholders in decision-making.

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Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Baseline Data: 66.88%

Has the SiMR target changed since the last SSIP submission? No

FFY 2018 Target: 67.20% **FFY 2019 Target:** 68.89%

FFY 2018 Data: 54.53% **FFY 2019 Data:** 53.65%

Was the State’s FFY 2019 Target Met? No

Did slippage¹ occur? Yes

If applicable, describe the reasons for slippage.

New Hampshire (NH) did not meet the FFY19 SiMR target of 68.89% and a slippage of 0.88% from FFY18 is observed. In addition, disaggregated data by gender and race did not meet the FFY19 targets of the SiMR. 3B SS1 data of 64.22% for boys did not meet FFY19 target of 85.11%. 3B SS2 data of 49.25% for boys did not meet the FFY19 target of 64.11%. NH’s data for boys also shows slippage for both 3B SS1 of 10.38% and 3B SS2 of 4.45% from FFY18. Indicator 3B SS2 minority group data of 41.48% did not meet the FFY19 target of 59.02% and shows slippage of 9.02% from FFY18.

All 15 NH local programs and staff engaged in a professional development Child Outcome Summary (COS) training between September 2017 and May 2018. Data reported reflects NH’s third year post training and second year post implementation. The training reinforced the COS rating criteria and addressed a number of common misconceptions that had previously led to inaccuracies in ratings following several predictable patterns. The SiMR baseline and targets for the SSIP were set based on data prior to this statewide professional development event.

Analysis of data before and after the training, showed an increase in children receiving ratings of a four or five at entry after the training. These ratings are indicative of children demonstrating some age expected skills. Patterns in entry ratings and progress categories before and after the training showed a statistically significant change in the distributions of COS ratings after the training. Data analysis confirmed that after the training more children had ratings that stayed the same between entry and exit and fewer children made notably large increases (3 points or more). These findings are consistent with data that are more accurate and reliable after the COS training event and would result in lower percentage values for 3B SS1 and SS2.

¹ The definition of slippage: *A worsening from the previous data AND a failure to meet the target.* The worsening also needs to meet certain thresholds to be considered slippage:

- 1. For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%.
 - b. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%.
- 2. For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 5%.
 - b. It is slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 4.9%.

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Optional: Has the State collected additional data (*i.e., benchmark, CQI, survey*) that demonstrates progress toward the SiMR? No

If “Yes”, describe any additional data collected by the State to assess progress toward the SiMR.

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Did the State identify any provide describe of general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period?

No

If “Yes”, describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns.

Click or tap here to enter text.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? No

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

Although New Hampshire (NH) did not identify any concerns that directly affected the completeness, validity or reliability of the data, NH does believe the COVID-19 pandemic did influence a decrease in 2019 data reported for the SiMR. In March 2020, the pandemic hit NH and a Stay at Home Emergency Order was put into place. Part C services transitioned to virtual in April 2020. NH found an increase of families canceling visits, discontinuing services, or not responding to contact attempts or scheduled visits between the months of April and June 2020. This caused an increase in discharging children prior to achieving their outcomes and reaching COS ratings of functioning within age expected skills. Data from our SEE Change local programs showed family engagement decrease during the initial months of the pandemic. The state believes the decrease in family engagement is due to families' increase of stress adjusting to new schedules of working and schooling from home. The SEE Change data also showed child engagement decreasing as family engagement decreased. Demonstrating the effect of adults' reaction to the pandemic on infant and toddler behaviors and development.

Section B: Phase III Implementation, Analysis and Evaluation

Is the State’s theory of action new or revised since the previous submission? No

If “Yes”, please provide a description of the changes and updates to the theory of action

Click or tap here to enter text.

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Did the State implement any new (previously or newly identified) infrastructure improvement strategies during the reporting period? No

If “Yes”, describe each new (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

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Provide a summary of each infrastructure improvement strategy that the State continued to implement in the reporting period, including the short-term or intermediate outcomes achieved.

New Hampshire (NH) continues to support three content areas for the Part C SSIP to improve the SiMR by increasing the capacity of the Comprehensive System of Personnel Development (CSPD) through (a) implementing evidence-based practices (EBPs) with fidelity, (b) scaling up EBPs across the system using principles of implementation science, and (c) sustaining promising practices with ongoing support. This structure of the CSPD system improvements is a multi-tiered system to support staff as they learn and implement new evidence-based practices. The multi-tiered system includes in-state trainers and coaches using adult learning strategies to support local staff within each content area for ongoing integration of promising practices and sustain changes in practice.

NH maintains funding within the CSPD budget to support trainers and coaches within each content area. Written guidance is in place requiring all newly hired local staff to complete both the Diversity and Cultural Competence (D&CC) and Child Outcome Summary (COS) trainings within the first year of hire. Currently, D&CC is supported with three Master Cadre trainers and COS is supported with a Master Cadre trainer and a coordinator who provides trainings to newly hired FCESS local staff 2-3 times per year. During FFY19, one D&CC training was provided to 22 newly hired local FCESS staff and three COS trainings were provided to 22 newly hired local staff.

By maintaining the CSPD infrastructure, NH ensures consistency of knowledge, understanding, and skills across the state's local FCESS programs and staff. D&CC and COS intermediate outcomes continued to be achieved including incorporating family's culture (priorities & beliefs) into IFSP outcomes and engaging families in COS rating discussions. This knowledge and awareness assists professionals in identifying appropriate practices for families to implement into their natural environments.

Sustainable Early Engagement for Change (SEE Change) currently includes four Master Cadres who provide coaching support to local programs implementing the Division of Early Childhood Recommended Practices (DEC RPs) for engaging children and families. Three local programs implemented a peer-to-peer coaching model during FFY19. Each local program implementing SEE Change maintains a Local Leadership Team to guide the process within their individual program. The State Leadership team (SLT) includes Part C State Office staff, a program director from each of the three local programs, and a lead Master Cadre. SEE Change intermediate outcomes achieved include SLT using data for decisions to scale-up and identifying that families are increasing their engagement and use of practices within their natural environments.

Provide a description of how the State evaluated outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy.

The state believes maintaining a system of Master Cadres for each content area to provide the required trainings for newly hired staff and coaching, improved the Part C professional development system. The consistency of trainings across the FCESS local staff improves accuracy and reliability of data.

The Diversity and Cultural Competency (D&CC) trainings focus on cultural awareness with all families and provides local staff the ability to engage families in conversations that include beliefs, priorities, and values. This will ensure services provided respect and reflect each family's individual culture. Family Outcome Survey (FOS) data shows families report their culture is respected. It also increases families value of services provided, which in turn increases their participation, improves their child's development, and improves

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outcomes.

Child Outcome Summary (COS) trainings focus on increasing understanding of COS purpose and COS ratings for Part C staff statewide which increases consistency and accuracy of rating a child's functional skills in the three outcome areas. This is reflected in the COS data analysis with national TA examining data patterns before and after the COS statewide professional development training. Although the state acknowledges that the data presented for FFY19 did not meet the SiMR targets and did show slippage, the data is actually more accurate and reliable. NH's outcomes data collection system is becoming stronger and the observed decreases result from consistency in trainings and increased understanding of professionals across the state rather than from lower quality services being provided to children and families. NH has achieved an intermediate outcome by imbedding the COS process into the IFSP which supports an increase of family participation in the COS rating process.

Which is also evident in the State Child Outcomes Data Profile New Hampshire Part C 2018 provided by ECTA and DaSy. NH statewide performance has moved from being more than a standard deviation above the national average to closer to the national average after the statewide COS training which is indicative of increased data quality.

SEE Change focuses on child and family engagement through implementation of Division of Early Childhood (DEC) Recommended Practices (RPs). Local program SEE Change data demonstrates achievement of intermediate outcomes including practioners ability to implement DEC RPs, increased family and child engagement, and families implementing evidence-based practices within their natural environment. Based on current local data demonstrating increased engagement of families, NH's infrastructure is in place to support the scale-up of SEE Change.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

New Hampshire (NH) plans to continue with its strategy of funding the Comprehensive System of Personnel Development (CSPD) with budget line items to support the SSIP content areas including D&CC, COS, and SEE Change. CSPD funding will support Master Cadres, trainers and coaches within each content area. Continued D&CC and COS trainings are expected for all local new hires 2-3 times per year. These trainings will ensure continued consistency and data accuracy across the state. Current COS data will be reviewed to identify new SiMR baseline and targets due to current accurate and reliable data.

D&CC Master Cadres are expected to continue to attend the Trainer's Circle 3-5 times per year. The Trainer's Circle is a form of peer coaching in which trained facilitators meet quarterly to coach each other through challenges, share successes, and polish their facilitation skills. Evidence-based adult learning strategies are a foundational facet of this training. Self-assessment, reflection, and other adult learning strategies that respect the breadth of experience of the NH Part C staff have been key factors in the training's success.

Additional COS trainers from within NH Part C system will be sought due to other COS trainers leaving the system. Written documents are currently in place to become a COS trainer including requirements, expectations, and compensation. The Beyond the COS module-training document developed through intensive TA with Early Childhood Technical Assistance (ECTA)/ The Center for IDEA Early Childhood Data Systems (DaSy) provides resources to individuals to help plan deliver professional development trainings. New trainers partner with the Master Cadre trainer until the individual demonstrates their ability to independently provide the COS training.

It is anticipated that SEE Change will scale-up to include six additional local programs implementing the DEC RPs during FFY20 and FFY21. These programs have recently engaged in evidence-based Adult Learning Strategies training by national trainers and are expected to attend in-state SEE Change trainings. The state's infrastructure will support Master Cadres providing in-state trainings for local programs and ongoing coaching support to individual local programs. The state anticipates further engaging other local programs to attend Adult Learning Strategies training during the upcoming fiscal year of July 1, 2021 – June 30, 2022. NH anticipates all local Part C programs will be trained and implementing the DEC RPs by June 30, 2023.

Did the State implement any new (previously or newly identified) evidence-based practices? No

If “Yes”, describe the selection process for the new (previously or newly identified) evidence-based practices.

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Provide a summary of the continued evidence-based practices and how the evidence-based practices are intended to impact the SiMR.

Diversity and Cultural Competence (D&CC) trainers are prepared to use evidence-based adult learning strategies to increase the cultural competence of staff who work with children and families. Staff increase awareness of cultural bias, competence, and differences. NH believes that a focus on cultural awareness with all families will address the SiMR to improve child outcomes in the disaggregated data of gender and race. Local staff increase their capacity to engage families in cultural conversations that include priorities, beliefs, and values, which ensures that IFSPs reflect family culture, and families' value services provided. The required D&CC training for newly hired local program staff ensures consistency across the state.

Child Outcome Summary (COS) focus on increasing understanding of COS and COS ratings for FCESS staff statewide, will address the SiMR for all children. This training is expected to increase the providers' understanding of COS, increase family participation in COS ratings, and increase consistency of accurately rating a child's functional skills in all three-outcome areas.

Sustainable Early Engagement for Change (SEE Change) increases practitioner's ability to coach parents and caregivers using evidence-based engagement practices from the Division of Early Childhood Recommended Practices (DEC RPs). These practices increase the capacity of providers to engage families and increase the caregivers' capacity to engage with their child. Through the adoption of evidence-based practices, SEE Change focuses on increasing the level of child and family engagement, which is a strategy that research shows is likely to enhance child growth and development across outcome areas. NH believes that focus on engagement will address the SiMR to improve child outcomes.

Describe the data collected to evaluate and monitor fidelity of implementation and to assess practice change.

Family Outcome Survey (FOS) data is reviewed to measure families reporting satisfaction in regards to their culture (priorities, values, and beliefs) being respected. The FOS data for FFY19 showed 96.95% of families reported satisfaction with practitioners listening to and respecting their choices. Data also showed 95.34% of families reporting satisfaction with practitioner talking with them about what they think is important for their child. This data supports a consistently positive impact of the D&CC trainings on family satisfaction regarding their culture (priorities, values, and beliefs) being respected.

The Child Outcome Summary (COS) data analysis of COS ratings before and after the training reinforced the effectiveness of the COS training. The training increased understanding of rating criteria and addressed a number of common misconceptions. NH's data slippage is consistent with changes in practice that would occur when practitioners had better understand and more accurately apply COS rating criteria. Current outcomes data are consistent with those expected from data that are more accurate. NH's data collection system is becoming stronger and the observed decreases in the SiMR are an expected result from the training and practitioners understanding of COS rating criteria.

The following SEE Change tools measure change in providers' practices consistent with fidelity and change in child and family engagement. Reaching Potentials through Recommended Practices Observation Scale – Home Visiting (RP2 OS-HV) measures provider's implementation of DEC RPs with families on a scale of 0-5. Engagement Assessment Scale for ESS (EASE) measures the child and caregivers level of engagement on a

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scale of 1-4. FFY19 data supports both increased implementation of DEC RPs and increase level of family and child engagement by using DEC RPs.

Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices.

During FFY19, the COS Master Cadre provided two trainings, which included 22 new local hires across the state. The COS training included an introduction to COS purpose, rating scale, and functional skills. New hires are required to complete the ECTA curriculum that integrates evidence-based Division of Early Childhood Recommended Practices (DEC RPs). Following this requirement, the Master Cadre holds a four-hour wrap around training that includes review of COS modules and activities using the rating scale for identifying a child's functional skills within the three outcome areas. The Master Cadre is available on an ongoing basis to answer questions and assist with understanding of the COS to all local providers across the state.

Three local programs engaged in SEE Change training during FFY19. Each local program developed a local leadership team, and began implementation of DEC RPs. Master Cadres provided support to each local program to ensure consistency of efforts within each program. The state's Comprehensive System of Personnel Development (CSPD) supported the Master Cadre's time for trainings and coaching of local program staff. The SEE Change trainings included review of the DEC RPs regarding family and child engagement practices, peer coaching, and data collection.

The continued training of newly hired local staff and Master Cadre ongoing support following trainings has proven to improve consistency of knowledge and use of evidence-based practices.

Section C: Stakeholder Engagement

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Stakeholder feedback and support for the SSIP informs and drives all aspects of the work moving forward. Throughout the implementation of the SSIP content areas, the Part C State Office shares updates and data with early childhood partners at Interagency Coordinating Council (ICC) meetings four to five times per year and with Area Agency and local program staff at quarterly FCESS staff meetings four times per year. In addition to updating and sharing data, the Part C Office actively solicits input into the necessary infrastructure and improvement strategies. The Parent Information Center (NH's federally funded parent center) and NH Family Voices (NH's federally funded Family-to-Family Health Information Center) are on the ICC and work with the Part C State Office outside of the ICC to gather family feedback. Evidence of SSIP updates and feedback are included in ICC and Quarterly meeting agendas and minutes. The FCESS website publicly posts ICC minutes, following approval by the Council. At each of the stakeholder meetings, NH's Part C State Office staff, Coordinator and Program Specialist, answer questions, review data, and gather feedback to inform the continued SSIP implementation and evaluation process. Stakeholder input is received through face-to-face meetings, distance/remote meetings, email discussions, and phone. State and Local Leadership Teams for each content area use stakeholder feedback, data, and information collected from staff to inform their planning and evaluation.

The Bureau for Family Centered Services (BFCS) administration is also engaged in feedback cycles about SSIP activities. BFCS administrators give feedback and guidance regarding infrastructure development, system change, and budget management. This feedback informs the Part C State Office staff and State Leadership Teams about funding and planning for each SSIP activity.

During November and December 2019, ICC and Quarterly meetings, stakeholders expressed that the statewide COS training in 2017-2018 seemed to be a contributing factor in the continued decline of the SiMR data. The state engaged stakeholders in review of COS data following the state's engagement with national TA analysis of COS data before and after the training. Stakeholders were encouraged by the results that indicated more children had ratings that stayed the same between entry and exit and fewer children made notably large rating increases. These findings are consistent with data that are more accurate after the COS training event and would result in lower values on Summary Statements 1 and 2. These data also help explain the slippage. The data analysis also revealed that NH statewide performance has moved closer to the national average after the COS training which is indicative of increased data quality rather than from lower quality, services being provided to children and families.

The Part C State Office will continue to engage stakeholders in reviewing data and gathering their input. Stakeholder groups will be engaged in setting a new baseline and targets based on trends of the improved data quality. State leadership teams will continue to consider stakeholder feedback provided by state staff when planning and evaluating their work.

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Were there any concerns expressed by stakeholders during engagement activities? No
If “Yes”, describe how the State addressed the concerns expressed by stakeholders.

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If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response.

Click or tap here to enter text.

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