Vermont State Personnel Development Grant (SPDG)

2024 APR Executive Summary

In October 2022, the Vermont Agency of Education (AOE) was awarded a State Personnel Development Grant (SPDG) from the Office of Special Education Programs at the U.S. Department of Education. The Vermont SPDG addresses students' access to high-quality instruction and intervention delivery systems along the continuum from birth through age 21. Implementing an effective instruction and intervention delivery system will ensure children and students receive appropriate instruction, intervention and/or services as soon as a need is identified by educators, families, or students. The implementation of this proposal is a collaborative effort among the AOE's Student Support Services, Education Quality, and Student Pathways Divisions as well as the Agency of Human Services Child Development Division (CDD). Additional partners include local education authorities (LEAs), the University of Vermont, and the Vermont Family Network.

The VT 2022 SPDG Proposal has two goals:

1. Increase the percentage of students with disabilities who score proficient or above on local universal reading and mathematics screening assessments, through rigorous and sustained professional learning, focused on the analysis, implementation, and monitoring of effective assessment, instruction, and intervention delivery systems.
2. Improve social and emotional skills for infants and toddlers (birth to age 3) with a OnePlan/Individual Family Service Plan and support the Vermont's Early Childhood Comprehensive System of Personnel Development (CSPD) through the provision of Early MTSS/Pyramid Model training to Children's Integrated Services/Part C early intervention (CIS/EI) personnel in coordination with, and as Part C Co-Lead Agency with, the Agency of Human Services Child Development Division (CDD).

To achieve these goals, a selection process was implemented and provided that was needs-based and data-driven. For Goal 1, three LEAs and four schools were selected and implemented all activities. For Goal 2, one CIS/EI region, comprised of two centers, was selected as the first of three cohorts and began implementation activities in October 2023. However, on March 27, the CIS Coordinator and Early Intervention Director from the pilot site notified us that due to staffing shortages, they needed to postpone further work on the Goal 2 initiative. The second cohort for each goal will begin in the summer of 2024, with the third cohort beginning in the summer of 2025.

The Goal 1 Systems Fidelity of Implementation Tool (FIT) was developed, based on two of the five components from the VTmtss Field Guide: Systemic and Comprehensive Approach (SCA) and High-Quality Instruction and Intervention (HQII). The FIT is grounded in the science of implementation, which bridges the gap between evidence-based practice and high-fidelity implementation of that practice. SPDG staff facilitated the completion of the baseline FIT with three LEAs during the fall and winter of 2023-24. The average HQII rating was slightly higher than the SCA rating. The results of the baseline FIT were used to develop action plans for each school.

There have been two face-to-face kick-off meetings, one for LEA and school leadership personnel and one for teacher-leaders. Following the initial training, there were three leader CoPs and two teacher-leader CoPs, to continue the professional learning in smaller increments. The training focused on the VTmtss, comprehensive systemic approaches to MTSS implementation, and Improvement Science. After each training, participants completed a set of retrospective pre/post questions. On average, respondents from the leader training felt

more knowledgeable about each training goal than teacher leaders. Both groups of training participants felt most knowledgeable about VTmtss after their training and least knowledgeable about Improvement Science. Participants were surveyed in April 2024 to gather their perceptions of all the training they attended. On average, 97% of respondents felt the training was high-quality, relevant, and useful to their work. Respondents perceived a 22% increase in their knowledge of VTmtss practices, from 66% of respondents agreeing or strongly agreeing they were knowledgeable of the practices prior to their involvement with the VT SPDG, to 88% afterward.

Goal 1 coaching focused on (1) a commitment to systemic improvement, primarily when coaching administrative leaders, and (2) instruction and intervention when working with teacher leaders and other educators. The most common coaching activities focused on systemic improvements were actions toward goal outcomes, goal setting, action planning, and leadership. Coaching activities that most frequently addressed instruction and intervention were goal setting, cultivating teacher leadership, identifying problems of practice, and assessment. On the April 2024 participant survey, all respondents indicated the coaching was high-quality, relevant, and useful to their work. Respondents perceived a 25% increase in their skills to implement VTmtss practices, from 62% of respondents agreeing or strongly agreeing they were skilled to implement VTmtss practices prior to their involvement with the VT SPDG, to 87% afterward.

On the same survey, 83% of respondents felt the SPDG professional learning influenced the frequency they reviewed data to measure fidelity of implementation and student outcomes. A total of 87% of respondents stated the professional learning increased the skills to use student data to inform modifications to their VTmtss implementation, while 83% indicated the professional learning increased the skills to use and review fidelity of implementation data more frequently. Respondents said the training increased their knowledge about leveraging Improvement Science strategies to inform changes to their implementation of VTmtss practices and to impact student outcomes and the coaching they received increased their skills to support and sustain effective assessment, instruction, and intervention delivery practices.

During this reporting period, the Goal 2 training curriculum was clearly defined, incorporating Pyramid Model Consortium (PMC) training modules, adapted to fit the Vermont context. These materials address the social and emotional development and growth for infants and toddlers with an OP/IFSP and preschool children with IEPs. Other activities included the development of a Goal 1 evaluation manual, which lists and describes all data collection tools to be used to assess the quality and impact of the Goal 2 professional learning.

The baseline Part C Benchmarks of Quality (BoQ), a program-level fidelity of implementation tool developed by PMC staff, was completed for the first CIS/EI cohort at their kick-off Leadership Team meeting on October 16, 2023. Participants felt they had the most capacity around Family Engagement Leadership Team critical elements. The lowest-rated critical element was Staff Readiness and Buy-In. Plans were in place for the Leadership Team to meet again in March 2024 to review the BoQ and to finalize an action plan and training schedule, but due to reasons explained previously, that meeting did not occur.

During this reporting period, the Vermont Family Network (VFN) developed three pre-recorded informational training sessions geared for families of infants/toddlers with disabilities. At the time of this report, there has been limited viewership of the modules.

- Parents' Guide to Early Intervention
- Child Find and Special Education Evaluation
- Transition from Early Intervention to Early Childhood Special Education

Next year, we will begin to better align the VT SPDG with the VT State Systemic Improvement Plan (SSIP). The SSIP provides VTmtss systems coaching to LEA leadership teams, as well as supporting the use of evidence-based practices with math teachers providing instruction to students with disabilities in grades 3, 4, and 5. The State Identified Measurable Result (SIMR) is improving math outcomes for students with disabilities in grades 3-5. Because of the close alignment between the SSIP and the SPDG, we are incorporating the SSIP into the SPDG. The second cohort of Goal 1/Part B LEAs and schools will include LEAs that have schools identified as needing additional support to improve math outcomes for students with disabilities in grades 3-5. The student outcome data sources will remain unchanged.

Implementation Year 1

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:H323A220009

SECTION A - Performance Objectives Information and Related Performance Measures Data

1. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Goal 1 Program Measures

1a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After the second year of funding, 50% of Goal 1 PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding, 80% of PD components will score a 3 or 4.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 16	50		16 / 16	100

1b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After the second year of funding, 50% of Goal 2 PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding, 80% of PD components will score a 3 or 4.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 16	50		16 / 16	100

2a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After two years of implementation (spring 2025), 75% of participating Goal 1 schools will develop and implement a system of evidence-based instructional practices and interventions with fidelity, as measured annually by the Best Practices Observation Fidelity Tool.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100			999 / 999	

2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After two years of implementation (spring 2025), 75% of participating Goal 2 CIS/EI centers will implement Early MTSS practices for infants and toddlers with fidelity, as measured by Part C Benchmarks of Quality.	Program	Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		999 / 999	

3a. Performance Measure	Measure Type	Quantitative Data					
By the second year of Goal 1 implementation, at least 75% of Goal 1 SPDG funds will be used on sustained professional learning activities.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		196153/ 245192	80

3b. Performance Measure	Measure Type	Quantitative Data					
By the second year of Goal 2 implementation, at least 75% of SPDG Goal 2 funds will be used on sustained professional learning activities.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		154545 / 115909	75

4a. Performance Measure	Measure Type	Quantitative Data					
75% of schools that show an increase in the percentage of students with disabilities showing growth between fall and spring administrations on each schools' universal reading or mathematics screening assessment or CBM.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		999 / 999	

4b. Performance Measure	Measure Type	Quantitative Data					
In 75% of participating CIS/EI regions, the percentage of infants and toddlers with One Plans who demonstrate substantially improved positive social and/or emotional skills by the time they exited Part C services will meet the annual target as set by the state of Vermont.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		999 / 999	

Explanation of Progress

The VT 2022 SPDG Proposal has two goals listed below. **The data in this report reflects the first year of implementation for both goals.**

1. Increase the percentage of students with disabilities who score proficient or higher on local, universal reading or math assessments, through rigorous and sustained professional learning, focused on the analysis, implementation, and monitoring of effective assessment, instruction, and intervention delivery systems. Professional learning to support this goal is facilitated by staff from the Partnership for Literacy and Learning (PLL, https://pllvt.org/).

2. Improve social and emotional skills for infants and toddlers (birth to age 3) with a OnePlan/Individual Family Service Plan and support the Vermont's Early Childhood Comprehensive System of Personnel Development (CSPD) through the provision of Early MTSS/Pyramid Model training to Children's Integrated Services/Part C early intervention (CIS/EI) personnel in coordination with, and as Part C Co-Lead Agency with, the Agency of Human Services

Child Development Division. Professional learning to support this goal is facilitated by staff from the Pyramid Model Consortium (PMC, https://www.pyramidmodel.org/ and 802 Pyramid Plus (https://www.pyramid802plus.live/).

a. In fall 2023, one CIS/EI region applied and was selected as Cohort 1 for the VT SPDG Goal 2 initiative. This region established an Early MTSS CIS-EI Leadership Team in October of 2023. The team participated in leadership team training and began the Part C BOQ. To build the capacity of the CIS/EI region, the team designated two staff to be trained as internal trainers and coaches. The team met once per month as well as the external coach met with the director on a weekly basis beginning in February 2024.

b. On March 27, the CIS Coordinator and Early Intervention Director from the CIS/EI region notified us they had another staff person leave their employment and one was out on leave. It left them with only one service provider for an undetermined amount of time in a very large region. Due to this change in events their region needs to postpone further work on the VT SPDG Goal 2 initiative. The Coordinator/Director added they see the great value in this work and hope to pick it up again.

Program Measure 1a: After the second year of funding 50% of PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.

Goal 1 of the VT SPDG supports the use of evidence-based professional learning that is focused on the analysis, implementation, and monitoring of effective assessment, instruction, and intervention delivery systems, with the goal of improving student ELA and mathematics performance. Performance Measure 1a addresses the use of evidence-based professional learning strategies to support the development of this framework. The Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Average scores for each of the domains are listed in Table 1, on the next page. All 16 domains were rated as a three or four by the project management team.

Program Measure 1b: After the second year of funding 50% of PD components will score a 3 or 4, in the third year of funding 70% of PD components will score a 3 or 4, and in the fourth and fifth years of funding 80% of PD components will score a 3 or 4.

Goal 2 of the VT SPDG supports the use of evidence-based professional learning to improve social and emotional skills for infants and toddlers (birth to age 3) with a OnePlan/Individual Family Service Plan through the provision of Early MTSS/Pyramid Model training to Children's Integrated Services/Part C early intervention (CIS/EI) personnel. Performance Measure 1b addresses the use of evidence-based professional learning strategies to support the development of this framework. The Evidence-Based Professional Development (EBPD) Worksheet is included in Section C. Average scores for each of the domains are listed in Table 1 (on the next page). All 16 domains were rated as a three or four by the project management team.

Table 1: VT SPDG Evidence-Based Professional Learning Practices

Components	Number of Items	Number of Items Scored 3 or 4	
		Program Measure 1a	Program Measure 1b
Selection	2	4	4
Training	6	6	6
Coaching	3	3	3
Performance Assessment	3	3	3
Systemic Leadership Supports	2	2	2
Total/Average	**16**	16	16

Progress towards Program Measure 1a and 1b: Both project measures (1a = 100%, 1b = 94%) exceeded the 50% target.

Program Measure 2a: After two years of implementation, 75% of participating Goal 1 teachers will demonstrate fidelity of implementation (75%) of evidenced-based instructional practices and interventions with fidelity, as measured annually by the Best Practices Observation Tool for Instruction.

Goal 1 of the VT SPDG uses two fidelity of implementation instruments to assess (1) the degree of implementation of evidence-based instructional practices and (2) the degree to which LEAs implement Systemic and Comprehensive Approaches (SCA) and High-Quality Instruction & Interventions (HQII).

1. Best Practices Observation Tool for Instruction

We are developing a Best Practices Observation Tool for Instruction (BPOT) to be used as our second Program Measure, as it is most closely aligned to our student outcome measure discussed in Program Measure 4 (discussed on pages 7-8). The BPOT is being developed based on research- and evidence-based literacy practices and math practices with a focus on instructional design and implementation of high impact practices.

Progress towards Program Measure 2a: Only baseline data are available for this performance measure. Data will be presented in the 2025 APR.

2. VT SPDG Systems Fidelity of Implementation Tool

The VT SPDG Systems Fidelity of Implementation Tool (FIT) is based on two of the five components from the VTmtss Field Guide, the Systemic and Comprehensive Approach (SCA) and High-Quality Instruction & Intervention (HQII) components. The VT SPDG FIT is grounded in the science of implementation, which bridges the gap between evidence-based practice (EBP) and high-fidelity implementation of that practice. The indicators are drawn from a variety of sources, including the VTmtss Field Guide (2019) and the Reading-Tiered Fidelity Inventory, a fidelity of implementation tool developed by Michigan's MTSS

Technical Assistance Center. School-based teacher leaders may, with the support of the external coaches, track progress utilizing the stages of implementation (i.e., development or installation, implementation (initial and full), and sustainability). Activities related to sustainability are embedded throughout the fidelity tool to ensure the implementation of evidence-based practices at the classroom and program-wide level. Below are the three characteristics for each of the two VTmtss Components addressed by the VT SPDG FIT.

Systemic and Comprehensive Approach (SCA)

Characteristic #1: Culture of growth and improvement that includes a vision for student success.

Characteristic #2: Leadership at all levels is committed to a sustained focus over time.

Characteristic #3: Systems and structures are in place to support VTmtss.

High-Quality Instruction & Intervention (HQII)

Characteristic #1: Culture of instructional excellence and engagement.

Characteristic #2: Instruction and Intervention is aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and performance.

Characteristic #3: High quality universal instruction that includes personalization, effective interventions and layered supports for all students.

Besides being used to measure the degree to which Goal 1 systems-level activities are implemented with fidelity, the VT SPDG FIT will also be used by participating school teams to:

- Assess readiness, and identify strengths and gaps, to promote school-wide adoption of the key indicators of high-quality instruction and intervention practices, and the stages of implementation.
- Develop an implementation and action plan so that high-quality instruction and intervention evidence-based practices are implemented to fidelity and sustainable over time.
- Benefit and promote positive outcomes for each and every child and their families.

Each of the 21 items uses a four-point rating scale, with the response options tailored to the specific item. A zero is given to indicate a lack of evidence of the approach or practice, with a three indicating a high degree of implementation. The number of items within each characteristic varies from two to five, so an average rating was calculated. An average rating of 2.00 or higher indicates fidelity of implementation at the components and characteristics level. We are considering the current school year as the field-test of the instrument, with possible modifications needed after we receive data from the second administration.

PLL staff facilitated the completion of the baseline VT SPDG FIT with three LEAs during the fall and winter of 2023-24. The results were shared with the SPDG external evaluation and were reviewed by the Goal 1 team. School leadership teams developed action plans based on the findings of the baseline FIT. The average HQII rating (m=1.09) (Chart 1 on the next page) was slightly higher than the SCA rating (m=0.93) (Chart 2, also on the next page). Within each component, there was little variance in ratings, with the first characteristic in each component receiving slightly higher ratings than the other two characteristics.

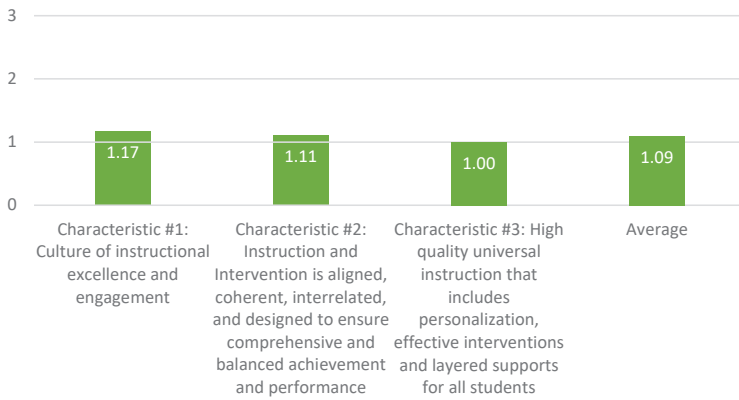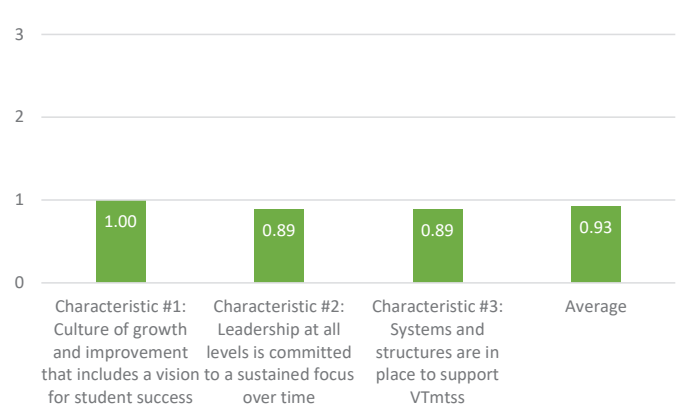**Chart 1: Average Rating of Implementation of High-Quality Instruction & Intervention (HQII) Practices**

Characteristic	Rating
Characteristic #1: Culture of instructional excellence and engagement	1.17
Characteristic #2: Instruction and Intervention is aligned, coherent, interrelated, and designed to ensure comprehensive and balanced achievement and performance	1.11
Characteristic #3: High quality universal instruction that includes personalization, effective interventions and layered supports for all students	1.00
Average	1.09

Chart 2: Average Rating of Implementation of Systemic and Comprehensive Approaches (SCA)

Characteristic	Rating
Characteristic #1: Culture of growth and improvement that includes a vision for student success	1.00
Characteristic #2: Leadership at all levels is committed to a sustained focus over time	0.89
Characteristic #3: Systems and structures are in place to support VTmtss	0.89
Average	0.93

Program Measure 2b: After two years of implementation, 75% of participating Goal 2 CIS/EI centers will implement Early MTSS practices for infants and toddlers with fidelity, as measured by Part C Benchmarks of Quality.

The Part C BoQ is designed to help early intervention agencies/programs to evaluate their progress toward implementing Pyramid model practices specific to the implementation of Part C early intervention practices. The Part C BoQ is completed by an established Early MTSS CIS-EI Leadership Team to measure growth in overall program fidelity. A SPDG systems coach facilitates the process, to ensure implementation science is used properly, and to develop a systematic action plan. The BoQ is reviewed every six months to monitor progress and adjust the action plan as necessary.

The Part C BoQ consists of 30 items, with six critical elements: Leadership Team, Staff Readiness and Buy-in, Family Engagement, Building Staff Capacity, Providing Interventions to Children with Persistent Challenging Behavior, and Monitoring Implementation and Outcomes. The BoQ uses a three-point scale (0=Not in Place, 1=Partially in Place, 2=In Place) to rate each item. An average critical element score was determined by averaging the results for each item within the critical element. The number of items in each critical element varies from three to seven.

The baseline Part C BoQ was completed at the Leadership Team meeting on October 16, 2023, for the first site. Participants included three Part C CIS/EI personnel from the site, and four coaches from 802 Pyramid Plus and PMC. As shown in Chart 3 (on the next page), participants felt there was most capacity around Family Engagement (m=0.75) and their Leadership Team (m=0.50) critical elements. The lowest rated critical element was Staff Readiness and Buy-In (m=0.00).

Plans were in place for the Leadership Team to meet again in March 2024 to review the BoQ and to finalize an action plan and training schedule, but due to reasons explained on page 1, that meeting did not occur. No further progress has been made on the BoQ.

Chart 3: Baseline Benchmarks of Quality Results
(Scale: 0=Not in Place, 1=Partially in Place, 2=In Place)
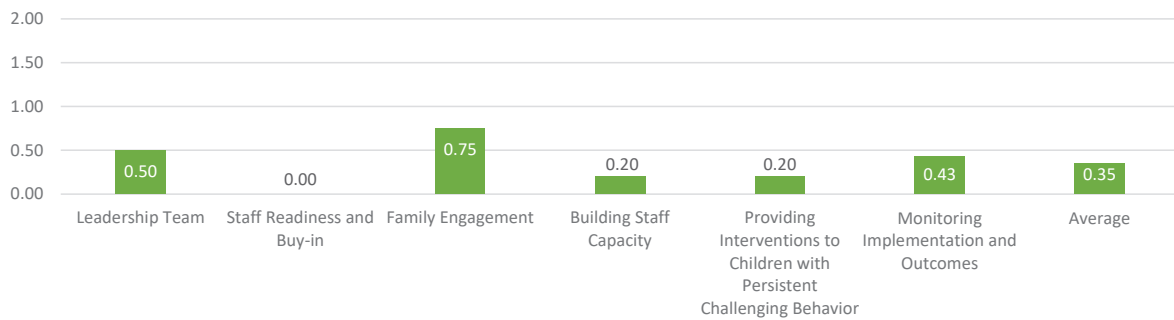
Progress towards Program Measure 2b: At the time of this report, only baseline data for the one participating site are available.

Program Measure 3a: By the second year of implementation, at least 75% of SPDG Goal 1 funds will be spent on sustained professional learning activities.

As the VT SPDG's Goal 1 scope of work focuses on providing ongoing sustained professional learning to a set number of districts and schools each year, we expect that at least 75% of SPDG Goal 1 funds will be spent to sustain the professional learning provided. The professional learning activities will include, at a minimum, initial selection efforts, the development of training and coaching resources, the provision of initial and booster trainings, follow-up coaching, and training for administrators. Evaluation and management activities designed to support each of the professional learning activities just listed are also included as part of the sustained professional learning.

Between March 1, 2023, and February 29, 2024, $245,192 was spent on all VT SPDG Goal 1 professional learning activities. Of those funds, 80%, or $196,153, was spent on activities designed to sustain the evidence-based practices supported by the VT SPDG. The largest amount of time was spent on coaching with Cohort districts and schools and developing training and coaching resources designed to sustain the professional learning to be provided over the course of the grant period.

Progress towards Program Measure 3a: After the first year of implementation, 80% of SPDG Goal 1 resources were spent on activities designed to sustain the evidence-based practices supported by the VT SPDG, surpassing the 75% target.

Program Measure 3b: By the second year of implementation, at least 75% of SPDG Goal 2 funds will be spent on sustained professional learning activities.

As the VT SPDG's Goal 2 scope of work focuses on providing ongoing sustained professional learning to a set number of Children's Integrated Services/Part C early intervention (CIS/EI) personnel each year, we expect that at least 75% of SPDG Goal 2 funds will be spent to sustain the professional learning provided. The professional learning activities will include, at a minimum, initial selection efforts, the development of training and coaching resources, the provision of initial and booster trainings, designating external systems and practice-based coaches to support internal capacity building at the program level. Programs will designate internal staff to take on roles at the systems and direct service level coaching with families. coaching, and training for administrators. Evaluation and management activities designed to support each of the professional learning activities just listed are also included as part of the sustained professional learning.

Between March 1, 2023, and February 29, 2024, $154,545 was spent on all VT SPDG Goal 2 professional learning activities. Of those funds, 75%, or $115,909 was spent on activities designed to sustain the evidence-based practices supported by the VT SPDG. The largest amount of time was spent on coaching Cohort (CIS/EI) personnel and developing training, coaching, and evaluation resources designed to sustain the professional learning to be provided over the course of the grant period.

Progress towards Program Measure 3a: After the first year of implementation, 75% of SPDG Goal 2 resources were spent on activities designed to sustain the evidence-based practices supported by the VT SPDG, meeting the 75% target.
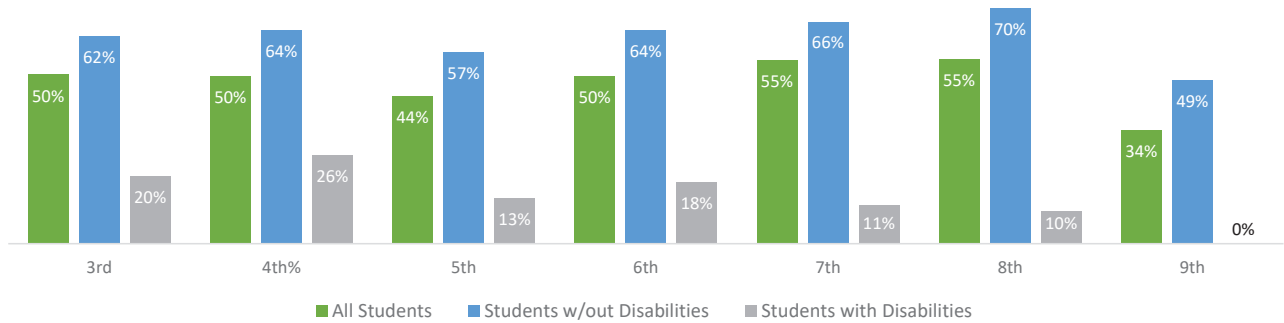
Program Measure 4a: By the end of the grant period, 75% of schools will demonstrate an Increased percentage of students with disabilities who score proficient or above on the local reading or math universal assessment.

Rather than relying on the more distal state assessment data to evaluate the success of the professional learning provided on students' reading and mathematics performance, we are using data from schools' universal screening instruments. Part of coaching during this initial year of implementation has been working with participating schools to determine what, if any, universal screening instruments are being used. By the end of the school year, we will have collected fall 2023 and spring 2024 screening data to share on the 2025 APR. Data from participating schools will be aggregated so that no student, or school-level, data are reported. PLL staff will also develop a Curriculum-Based Measure (CBM) more specific to the professional learning being provided. It is our intent to field test the CBM in fall 2024.

We are also collecting state-level summative assessment data to track student performance across the state as a reference point. Cognia was selected as Vermont's new Statewide Assessment vendor for English Language Arts (ELA), Math, and Science assessments. The first Cognia administration was in spring of 2023, replacing the Smarter Balanced Assessment (SBAC). Cognia provides a full suite of testing services to Vermont, including formative resources and annual summative assessments.

Chart 4 (on the next page) displays data from the spring 2023 Cognia assessment for all students, students without disabilities, and students with disabilities. These data will serve as our baseline measure of state-level performance. A greater percentage of students with disabilities in third (m=20%) and fourth grade (m=26%) scored proficient or higher than students in grades 5 through 9.

**Chart 4: Percentage of Students Scoring Proficient on the Spring 2023 Cognia Assessment**

	3rd	4th%	5th	6th	7th	8th	9th
All Students	50%	50%	44%	50%	55%	55%	34%
Students w/out Disabilities	62%	64%	57%	64%	66%	70%	49%
Students with Disabilities	20%	26%	13%	18%	11%	10%	0%

■ All Students ■ Students w/out Disabilities ■ Students with Disabilities

Progress towards Program Measure 4a: No data are available for this performance measure. Data will be presented in the 2025 APR.

Program Measure 4b: In 75% of participating CIS/EI regions, the percentage of infants and toddlers with One Plans who demonstrate substantially improved positive social and/or emotional skills by the time they exited Part C services will meet the annual target as set by the state of Vermont.

This Program Measure is aligned with VT's Part C State-identified Measurable Result (SiMR) - the percentage of infants and toddlers with One Plans who demonstrate substantially improved positive social and/or emotional skills by the time they exited Part C services, which is also reported in Vermont's Part C SPP/APR Indicator 7A on VT's Part C SPP/APR. Data for Program Measure 4b is obtained from the Part C SPP/APR. As the reporting of SPP/APR data are lagged by one school-year, data for the first year of implementation (2023-24) will not be reported until the VT SPDG 2025 APR. State-level baseline data for this indicator are provided in Chart 5. The target for this measure changes each year. The VT SPDG Director and external evaluator worked with the VT Part C Data Manager to create a system for requesting, obtaining, and analyzing data from participating CIS/EI regions/centers. Data from participating regions/centers will be aggregated so that no child, or regional/center, data are reported.

Chart 5: Percentage of Infants and Toddlers with Improved Positive Social &/or Emotional Skills (Part C Indicator 3aSS1)

2019	2020	2021	2022
73.38%	80.65%	78.67%	70.74%
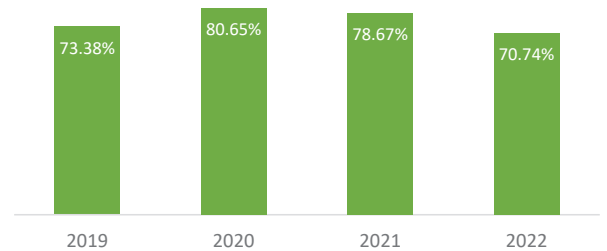
Progress towards Program Measure 4b: At the time of this report, we only have baseline data for a four-year period preceding the VT SPDG grant period. The first set of data will be presented in the 2025 APR.

Goal 1 Project Measures

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 1.1: To select three cohorts of three LEAs, with three schools, to increase their capacity to develop effective assessment, instruction, and intervention delivery systems.

[ ] Check if this is a status update for the previous budget period.

1.1a. Performance Measure	Measure Type	Quantitative Data					
Nine LEAs will be selected and implement 80% of the project activities as identified through each LEA's action plans, by the end of the grant period.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		9	/		3		

1.1b. Performance Measure	Measure Type	Quantitative Data					
27 schools will be selected and implement 80% of the project activities as identified through each school's action plans, by the end of the grant period.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		27	/		4		

1.1c. Performance Measure	Measure Type	Quantitative Data					
9 PreK programs will be selected and implement 80% of the project activities as identified through each program's action plans, by the end of the grant period.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		9	/		0		

Explanation of Progress:

Introduction: Selection criteria were developed and shared with prospective LEAs as the Part B application and recruitment process. This included criteria related to readiness, LEA and school expectations and responsibilities, and AOE expectations and responsibilities. The Goal 1 application for the first cohort of participants was distributed on February 20, 2023. Selection decisions were made in April 2023. Recruitment materials were shared through a variety of outlets, including existing AOE communication channels, as well as through professional organizations such as the Vermont Council of Special Education Administrators (VCSEA), the Vermont Superintendents Association (VSA), and the Vermont Principals' Association (VPA). Upon acceptance into the VT SPDG, LEAs and schools committed to an Agreement of Responsibility (AoR), which outlined the LEA, school, and AOE expectations and responsibilities.

The professional learning is primarily focused on leaders (LEA and school administrators) and teacher leaders. Teacher leaders are the professional staff within a building that take on the role of experts in instruction, intervention, assessment, and curriculum. They play a vital role in system-level decision-making, improvement efforts, and knowledge building. They have been identified by leadership and other colleagues as professionals who provide formal and informal coaching and guidance.

Performance Measures

Project Measure 1.1a: Nine LEAs will be selected and implement 80% of the project activities as identified through each LEA's action plans, by the end of the grant period.

Project Measure 1.1b: 27 schools will be selected and implement 80% of the project activities as identified through each school's action plans, by the end of the grant period.

At the time of this report, three LEAs and four schools were selected to participate in the first cohort of the VT SPDG and have completed all required grant activities. The AOR between the VT AOE and each LEA and school addressed LEAS- and school-level responsibilities and expectations and were signed by the LEA superintendent and the principal at participating schools, prior to the initial training for participating schools in August 2023.

Each participating LEA and school is in a rural region of the state. The LEAs are small. One is a one-school district, with a PreK-8 population. One LEA has four elementary schools and one middle/high school. In that LEA, the middle/high school is participating in VT SPDG professional learning. The third LEA has two elementary schools, both that are participating in the VT SPDG, and one middle/high school. Across the three LEAs and four schools, 12 administrators and 25 teacher leaders have participated in VT SPDG professional learning this year. Approximately 1,200 students are impacted by the VT SPDG professional learning.

The data below were collected through the VT SPDG Professional Learning Log, used to collect data on the purpose and content of professional learning delivered, as well as to assess the current performance of participating LEA and school personnel. The number of contacts varies by LEA, with one LEA participating in 13 professional learning (training, coaching, Communities of Practice, resource provision) activities, while one participated in seven activities (Chart 6). The number of contacts by school ranged from six to 13 (Chart 7). Administrators had the most contacts (n=94), followed by teacher leaders (n=64) (Chart 8).

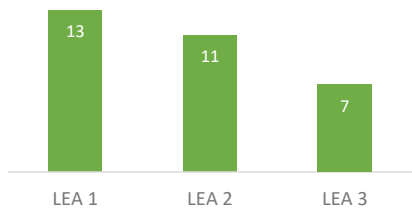**Chart 6: Professional Learning Contacts, by LEA**

LEA 1	LEA 2	LEA 3
13	11	7

Chart 7: Professional Learning Contacts, by School

School 1	School 2	School 3	School 4
13	11	6	6

Chart 8: Professional Learning Contacts, by Role

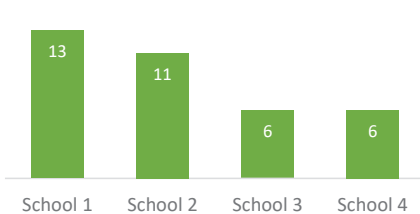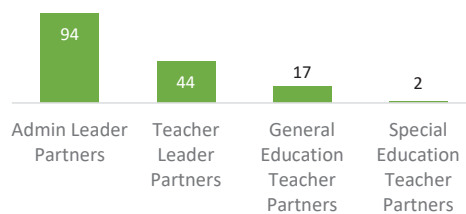| Admin Leader Partners	Teacher Leader Partners	General Education Teacher Partners	Special Education Teacher Partners
94	44	17	2

Progress towards Project Measure 1.1a and 1.1b: Three districts and four schools were selected to participate in the first VT SPDG Cohort.

Project Measure 1.1c: 9 PreK programs will be selected and implement 80% of the project activities as identified through each program's action plans, by the end of the grant period.

At the time of this report, no PreK programs were involved with the VT SPDG.

Progress towards Project Measure 1.1c: No PreK programs participated in the first cohort of the VT SPDG.

SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 1.2: To increase the knowledge of LEA and PreK-12 school personnel to analyze, implement, and monitor effective assessment, instruction and intervention delivery systems.

[ ] Check if this is a status update for the previous budget period.

1.2a. Performance Measure	Measure Type	Quantitative Data					
Participants who complete a VT SPDG Goal 1 training evaluation survey will score an average of 75% or higher on the training evaluation survey post-test.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		66 / 100	66

1.2b. Performance Measure	Measure Type	Quantitative Data					
On the annual Participating Personnel Survey (PPS), 80% VT SPDG Goal 1 training participants agree or strongly agree that the training was of high-quality, relevant, and useful.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		97 / 100	97

1.2c. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% VT SPDG Goal 1 training participants agree or strongly agree that the training increased their knowledge to implement using effective assessment, instruction, and intervention delivery practices.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		88 / 100	88

1.2d. Performance Measure	Measure Type	Quantitative Data					
90% of observed Goal 1 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		95 / 100	95

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Explanation of Progress:

Introduction: During this reporting period, the Goal 1 training scope and sequence was developed by PLL, the VT SPDG Goal 1 professional learning providers, with content reviews and vetting conducted by the AOE. The training scope and sequence included materials for Cohort LEAs and schools on effective assessment, instruction, and intervention delivery systems. Training occurred in face-to-face and virtual formats. Marketing and registration materials were developed to support Goal 1 training and to ensure LEAs and schools were aware of the training opportunities.

Four data sources were used to provide evidence of the quality and impact of the VT SPDG Goal 1 training. They include data from the Professional Learning Log, training evaluation surveys, a Participating Personnel Survey (PPS), and the observation and coaching of VT SPDG Goal 1 trainers.

Professional Learning Log Data

As mentioned in the previous section, all professional learning activities are documented in the Professional Learning Log. As shown in Chart 9, most professional learning activities last one to two hours. Training activities generally are longer (7-8 hours). Most professional learning, most often coaching support, was provided virtually (n=13) (Chart 10). Coaching was the most frequently used adult learning method (n=20) (Chart 11).

Chart 9: Professional Learning (Training, PLCs, Coaching) Contacts, by Time
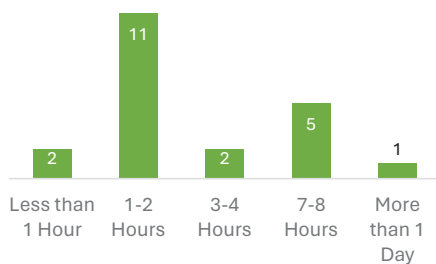
Chart 10: Professional Learning Contacts, by Location

- Virtual
- In-person School Site
- In-person Off-site Venue
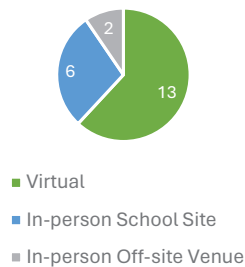
Chart 11: Adult Learning Method(s) Applied
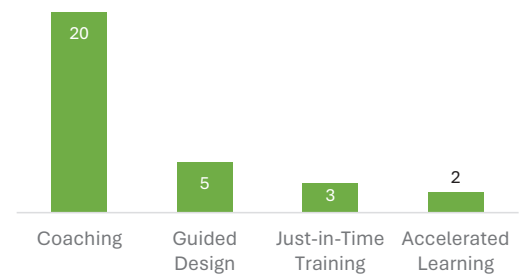
Goal 1 Training Data

In this first year of implementation, there were two formal, face-to-face kick-off meetings, one for LEA and school leadership and one for teacher-leaders. Following the initial training, there were three leader CoPs and two teacher-leader CoPs. Evaluation summaries were created for the initial trainings, with shorter exit tickets used at CoPs to gather formative feedback from participants.

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Leadership Launch

On September 20-21, 2023. staff from Partners for Learning and Literacy (PLL) provided a 10-hour Leadership Launch training for 12 participating administrators. The objectives of the training were to learn about SPDG professional learning activities, MTSS and assessing implementation, and Improvement Science. Participants also had to the opportunity to conduct a deep dive into their district/school data to identify areas of improvement and to develop specific system and student goals for the SPDG action plan. Of the 12 participants, 10 (83%) completed the training evaluation survey. The results of the pre/post questions are provided under Project Measure 1.2a, on page 18. A sample of qualitative feedback received from participants is below.

- This session was an appropriate balance of time learning new content with opportunities to discuss and work with our teams. I also appreciated the time to connect with folks from the other districts to hear their thoughts and goals.
- I was extremely pleased to see that we were having a data conversation, and it actually went extremely well compared to prior discussions. I think your google sheet tool helped us tremendously. Thank you.
- The team-focused work time was the most beneficial as it gave a platform for the work but coupled with the great introduction to set the stage.

Goal 1 Teacher Leadership Summit

On November 28, 2023, PLL staff conducted a Teacher Leadership Summit to initiative professional learning for participating teacher-leaders. The purpose of the Summit was to introduce teacher leaders to the SPDG team and outcomes of the project which are specifically to improve: (1) student outcomes in literacy and math through implementing MTSS (instruction and intervention, as well as systems components) and (2) participants' knowledge of the improvement science-driven processes. As part of the Summit, teacher leaders set an outcome goal to support and coach teachers in their schools to achieve their own outcome goals that will impact students in their classrooms. Of the 30 participants, 25 (83%) completed the training evaluation survey. The results of the pre/post questions are provided under Project Measure 1.2a, on page 19. A sample of qualitative feedback received from participants is below.

- I feel that the session was relevant and the topics were appropriate. I liked the way that you both interacted with each other. You played to each other's strengths and you modeled what effective collaboration can look like. I also am excited to work with you both!
- Thanks for helping us to come together with teacher leaders to refine our goal! :) I feel like we are making good progress.
- I loved the time we could collaborate with our team members and with others. It was extremely helpful.
- The trainers did a great job of providing us with a lot of knowledge around what we were learning.
- I liked the mix of instruction, table talk, and large group conversation.

Communities of Practice

As stated previously, there were three leader CoPs (November 6, 2023, January 8, 2024, and February 26, 2024) and two teacher-leader CoPs (January 17 and April 3, 2024) held this school year. After each CoP, participants complete an exit ticket to provide formative feedback on the quality and perceived impact of the CoP. As shown in Chart 11 (on the next page),

Th exit ticket results for the leader CoPs indicated the participating leaders were in agreement that the CoPs have been facilitated effectively and have used adult learning principles to guide the CoP (m=4.53) (Chart 12). The lower rated items addressed the need for more time to plan follow-up activities (m=4.11) and time to practice and reflect on what they have learned (m=4.32). On average, teacher-leaders were satisfied with the CoPs (m=4.09) (Chart 13), particularly that the time they had together included opportunities for them to ask questions (m=4.73) and the degree to which the content was organized and clearly presented (m=4.40). However, they were in less agreement about the impact of the CoP on their knowledge and confidence regarding their implementation and student outcome goals.

Chart 12: Quality and Impact of Leader Collective PLCs (n=19)

Item	Value
Average	4.53
Opportunities for participants to interact related to training content	4.84
Opportunities ask question and express personal perspectives	4.79
Objectives and outcomes were clear	4.63
Content presented was organized and clearly presented	4.58
Increasedd knowledge and confidence on my implementation goal and student outcome goal	4.47
Time to practice and/or reflect	4.32
Time to plan follow-up activities to apply new knowledge and/or skill(s).	4.11

Chart 13: Quality and Impact of Teacher Collective PLCs (n=15)

Item	Value
Average	4.09
Opportunities for participants to ask questions and express personal perspectives	4.73
Content was organized and clearly presented	4.40
Opportunities for participants to interact with each other related to training content	4.13
The objectives and outcomes were clear	4.07
Time to plan follow-up activities that require participants to apply their new knowledge and/or skill(s).	3.80
Time to practice and/or reflect on the application and implementation of the training content	3.80
My knowledge and confidence on my implementation goal and student outcome goal increased	3.67

Scale for Both Charts: 1= Strongly Disagree, 5 = Strongly Agree

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Participating Personnel Survey

In March 2024, the 37 active participants were surveyed to gather their perceptions on the impact of the professional learning (training, PLCs, coaching, resource provision, etc.) on their knowledge and skills to implement VTmtss practices, their use of data, and their capacity to support and sustain the implementation of Goal 1 activities. Of the 37 participants surveyed, 24 (79%) provided usable responses. The PPS uses a four-point impact scale. The percent of respondents providing a rating of 3 and 4, divided by the total number of responses constitutes success. The PPS results are also being used to consider any needed changes to trainings for the next school year. These data are shared with members of the VT SPDG SIT, the VT AOE, our OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.

Chart 14 lists the roles of the survey respondents. Data from this survey are used to inform each Goal 1 objective addressed in this report.

Chart 14: Role of Survey Respondents

Role	Count
Interventionist/Specialist	8
Coach	5
General Education Teacher	4
School Administrator	4
District Administrator-Curriculum…	3
School Counselor	2
Special Education Teacher	1
District Administrator-Student…	1
Superintendent	1

Training Observations

The High-Quality Professional Development (HQPD) Checklist was used to measure the quality and fidelity of face-to-face training. The HQPD checklist was developed by Noonan et al, (2015). The HQPD is a 21-item observation checklist, composed of five domains (Preparing for Learning, Contextualizing Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning Practice). The target is for 90% of the 21 items to be implemented with fidelity. The PLL trainers were observed by the VT SPDG Project Director once this past year, using the HQPD Checklist. Prior to the observations, the VT SPDG Project Director met with the PLL trainers to review the content of the training in advance, as well as to review the HQPD Checklist. If a trainer did not achieve the desired fidelity criteria, an action plan would be developed to address the necessary skills in need of improvement, and a follow-up would be scheduled.

Reference: Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education*. (Updated version). Lawrence, KS. University of Kansas, Center for Research on Learning.

Performance Measures

Project Measure 1.2a: Participants who complete a VT SPDG Goal 1 training evaluation survey will score an average of 75% or higher on the training evaluation survey post-test.

After each training, Goal 1 training participants completed an evaluation survey, providing feedback on the quality, relevance, and usefulness of the training; how well adult learning principles were used; and knowledge gained. To measure short-term change in participants' knowledge of the specific training content, participants were asked to rate their knowledge of MTSS, of comprehensive systemic approaches to MTSS implementation, and Improvement Science prior to, and after the training, using retrospective pre/post questions. The target is for an average post-test training score of 75% or higher.

Charts 15 and 16, provide the results of the three retrospective pre/post questions for each training. On average, respondents from the leader training felt more knowledgeable about each training goal (m=71%) than teacher leaders (m=60%). Both groups of training participants felt most knowledgeable about MTSS after their training (m=85%/80%) and least knowledgeable about Improvement Science (m=50%/40%).

Chart 15: Impact of Training on Teacher-Leaders' Knowledge of Training Content (n=10)
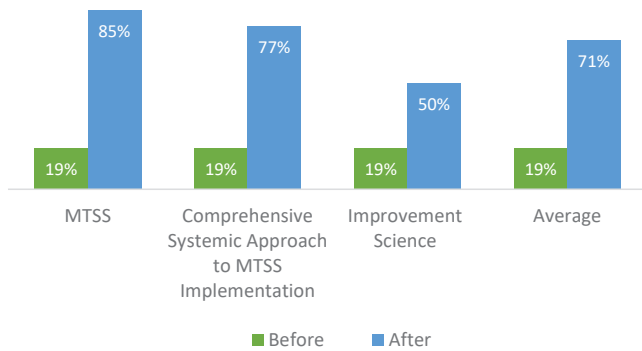
Chart 16: Impact of Training on Leaders' Knowledge of Training Content (n=26)
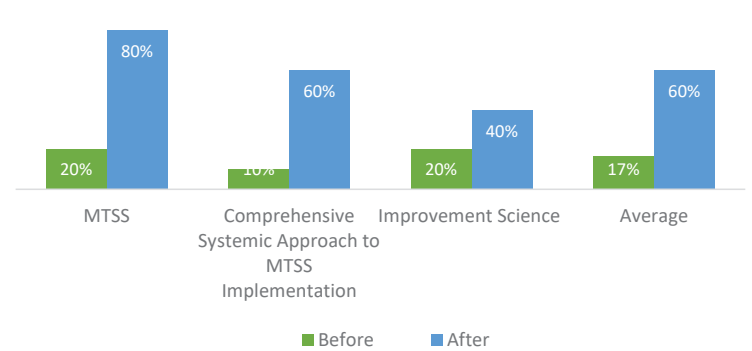
Progress towards **Project Measure** *1.2a:* Across the two formal trainings this reporting period, the average post-test result was 66%, below the 75% target.

Project Measure 1.2b: On the annual Participating Personnel Survey (PPS), 80% VT SPDG Goal 1 training participants agree or strongly agree that the training was of high-quality, relevant, and useful.

Project Measure 1.2c: On the annual PPS, 80% VT SPDG Goal 1 training participants agree or strongly agree that the training increased their knowledge to implement effective assessment, instruction, and intervention delivery practices.

The March 2024 survey was used to assess the degree to which these two project measures were met. On average, 97% of respondents felt the training was high-quality, relevant, and useful to their work (Chart 17). While each item was rated quite high, all respondents agreed or strongly agreed the trainings they participated in were relevant to their work. Chart 18 displays the results of a set of retrospective pre/post items, designed to assess the impact of Goal 1 training on participants' knowledge of VTmtss practices. Respondents perceived a 22% increase in their knowledge of VTmtss practices, from 66% of respondents agreeing or strongly agreeing they were knowledgeable of the practices prior to their involvement with the VT SPDG, to 88% afterward. As a result of the VT SPDG training they participated in, all (100%) respondents felt more knowledgeable about goal setting. There was little variance in the other five practices, with ratings ranging from 83% to 88% of respondents feeling more knowledgeable about those practices.

Chart 17: Quality, Relevance, and Usefulness of Training
Scale: 1= Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree
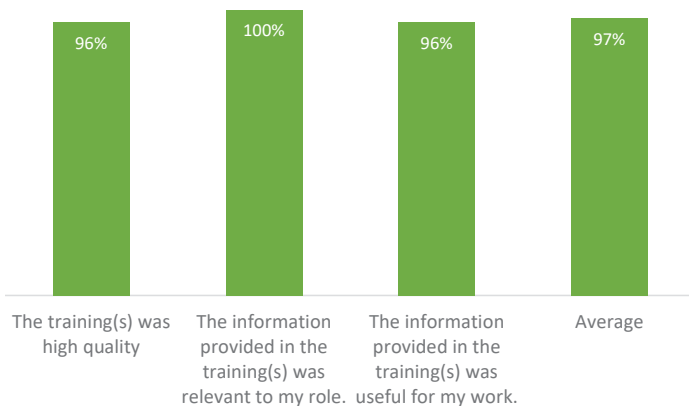
Chart 18: Impact of Training on Participants' Knowledge of VTmtss Practices
Scale: 1= No Knowledge, 2=Minimal Knowledge, 3=Moderate Knowledge, 4=Very Knowledgeable
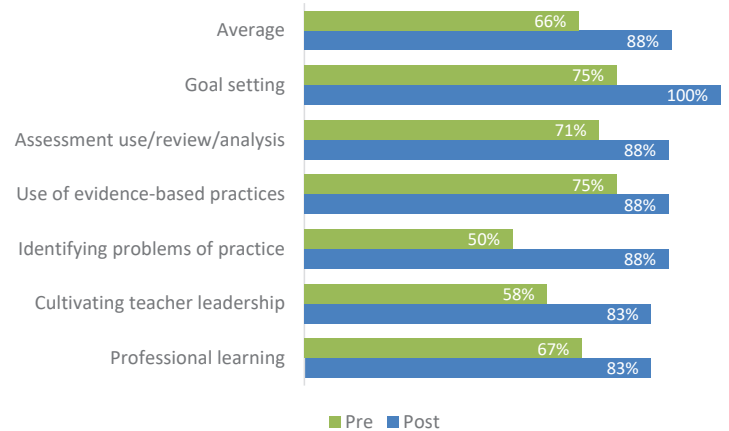
Progress towards **Project Measures** *1.2b and 1.2c:* Both project measures exceeded the 80% targets, with 97% of respondents in agreement that the trainings were high quality, relevant, and useful (1.2b) and 88% of respondents felt more knowledgeable about VTmtss practices (1.2c).

Project Measure 1.2d 90% of observed Goal 1 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.

The VT AOE Director, Student Support Services Division Director, observed the September 21, 2023 Leadership Launch for personnel from the three LEAs and four schools. using the HQPD Checklist described on page 17. The training was a joint effort, with two PLL trainers facilitating the training. Evidence was displayed for each item within five of the six HQPD components. There was no evidence for one of the three items that compose the Mastery component (Describes opportunities for coaching to improve fidelity of implementation). On average, 95% of the HQPD items were observed, just below our 90% target (Chart 19).

Chart 19: HQPD Results
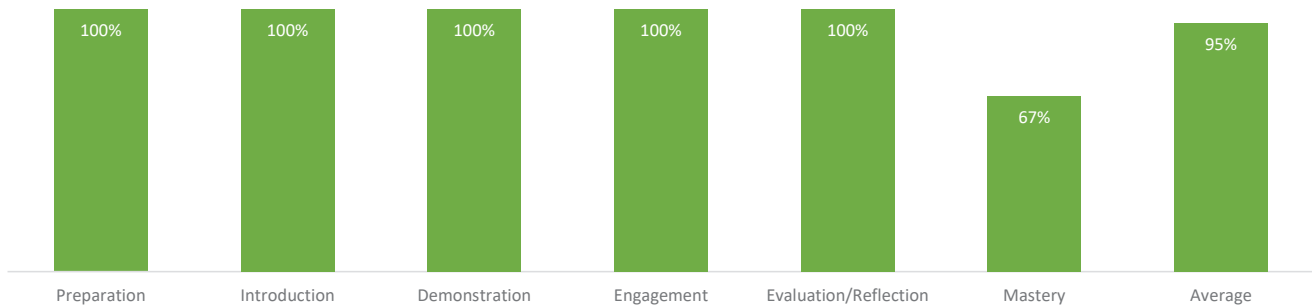
Progress towards **Project Measure** *1.2d:* The average 95% HPDG rating exceeded the 90% target for this measure.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

SECTION A - Performance Objectives Information and Related Performance Measures Data
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Objective 1.3: To increase the capacity of LEA and PreK-12 school personnel, via sustained coaching, to analyze, implement, and monitor effective assessment, instruction, and intervention delivery systems.

[ ] Check if this is a status update for the previous budget period.

1.3a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% VT SPDG Goal 1 training coaching recipients agree or strongly agree that the coaching was of high-quality, relevant, and useful.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		100 / 100	100

1.3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of VT SPDG Goal 1 coaching recipients agree or strongly agree that the coaching increased their skills to implement effective assessment, instruction, and intervention delivery practices.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		87 / 100	87

1.3c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
90% of observed VT SPDG Goal 1 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		100 / 100	100

Explanation of Progress:

Introduction: Goal 1 coaching, also provided by PLL staff, supports LEAs' and schools' use of effective assessment, instruction, and intervention delivery systems. They have developed coaching materials and resources and provided coaching to educators and administrators in participating LEAs and schools. This included the development, implementation, and review of action plans based on data derived from the fidelity of implementation tool to guide the coaching. The Goal 1 coaches also worked with participating personnel to develop the capacity of LEA and/or school coaches to continue supporting implementation after grant funding ends.

Three data sources were used to provide evidence of the quality and impact of the VT SPDG Goal 1 coaching. They include data from the Professional Learning Log, the PPS, and the observation and support of VT SPDG Goal 1 coaches.

Professional Learning Log Data

Goal 1 coaching focused on (1) a commitment to systemic improvement, primarily when coaching administrative leaders, and (2) instruction and intervention when working with teacher leaders and other educators. As shown in Chart 20, the most common activities focused on systemic improvements were actions toward goal outcomes (n=21), goal setting (n=20), action planning (n=19), and leadership (n=18). Coaching activities that most frequently addressed instruction and intervention (Chart 21) were goal setting (n=21), cultivating teacher leadership (n=18), identifying problems of practice (n=11), and assessment (n=10).

Chart 20: Commitment to Systemic Improvement

Category	Value
Actions Toward Goal Outcomes	21
Goal Setting	20
Action Planning	19
Leadership	18
Professional Learning Opportunities	10
Data Work: Collection/Analysis	7
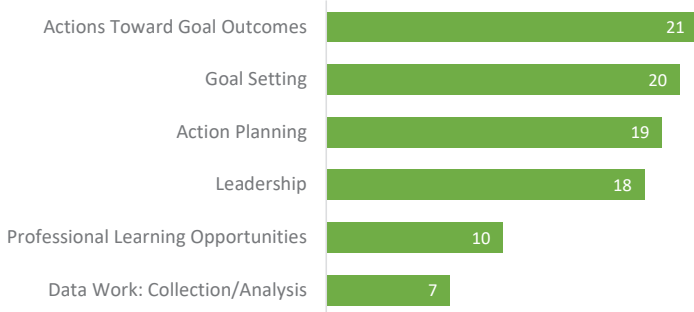
Chart 21: Instruction and Intervention

Category	Value
Goal Setting	21
Cultivating Teacher Leadership	18
Identifying Problems of Practice	11
Assessment Use/Review/Analysis	10
Use of Best Practices	6
Professional Learning	6

Numerous coaching approaches were used with participating LEA and school personnel (Chart22). Most frequent was direct coaching or consultation (n=21) and meeting with administrators (n=13).

Chart 22: Coaching Approach

Category	Value
Consultation/Coaching	21
Meeting with Administration	13
Collaborative Workgroup	9
PDSA/Action Research Cycle	9
Establishing Collaborative Teams	9
Resource or Tool Development	8
Leadership Capacity	8
Facilitation	7
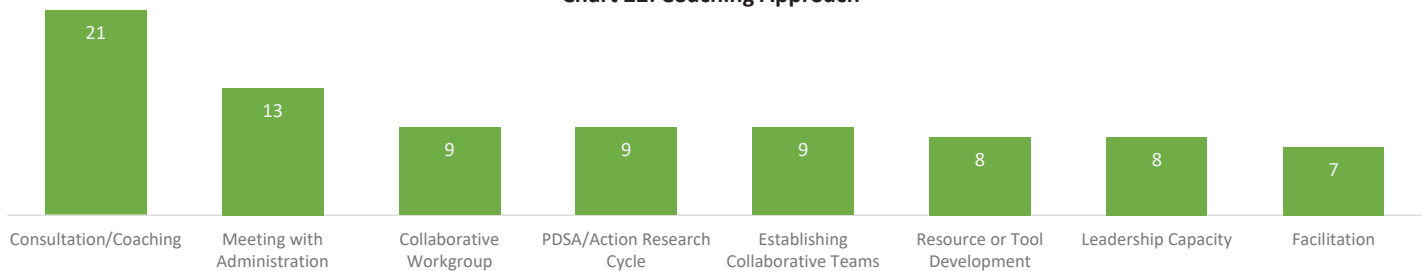
Participating Personnel Survey

Data from the March 2024 PPS, described previously on page 17, is used to assess the quality, relevance, and usefulness of the SPDG/PLL coaching and the impact on participants' skills to implement VTmtss practices.

Coaching Observations

All VT SPDG coaches will be observed by the VT SPDG Project Director at least once a year, using the Coaching Observation Checklist. The Coaching Observation Checklist was developed by Brossow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the VT SPDG Project Director will meet with the VT SPDG coaches to review the content of the coaching in advance, as well as to review the Coaching Observation Checklist for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.

<u>Performance Measures</u>

Project Measure 1.3a: On the annual PPS, 80% VT SPDG Goal 1 training coaching recipients agree or strongly agree that the coaching was of high-quality, relevant, and useful.

Project Measure 1.3b: On the annual PPS, 80% of VT SPDG Goal 1 coaching recipients agree or strongly agree that the coaching increased their skills to implement effective assessment, instruction, and intervention delivery practices.

The March 2024 survey was used to assess the degree to which these two project measures were met. All (100%) of respondents indicated the coaching was high-quality, relevant, and useful to their work (Chart 23, on the next page). Chart 24 (also on the next page) displays the results of a set of retrospective pre/post items, designed to assess the impact of Goal 1 coaching on participants' skills to implement VTmtss practices. Respondents perceived a 25% increase in their skills to implement VTmtss practices, from 62% of respondents agreeing or strongly agreeing they were skilled to implement VTmtss practices prior to their involvement with the VT SPDG, to 87% afterwards. As a result of the coaching they received from PLL staff, 95% of respondents felt more skilled to implement evidence-based practices. Respondents indicated the least knowledge in their skills to implement quality professional learning in their districts and schools, and implementing steps to resolve their identified problem(s) of practice (both, m=79%).

Chart 23: Quality, Relevance, and Usefulness of SPDG Coaching
Scale: 1= Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

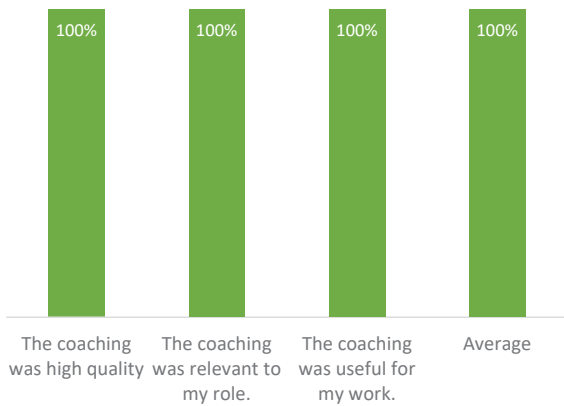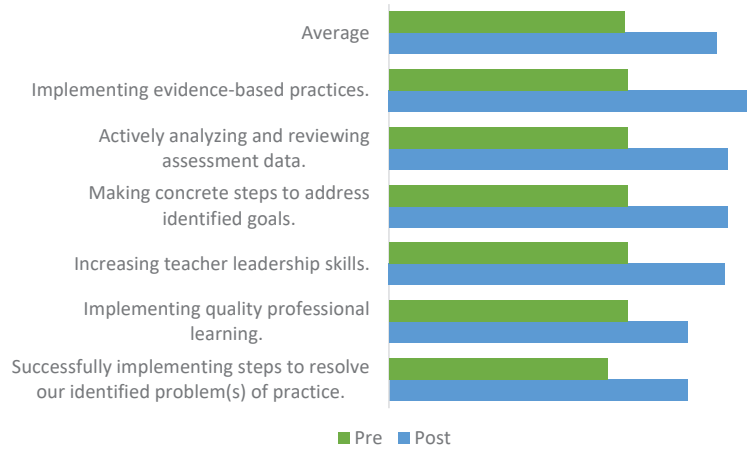| 100%	100%	100%	100%
The coaching was high quality	The coaching was relevant to my role.	The coaching was useful for my work.	Average

Chart 24: Impact of SPDG Coaching on Participants' Skills to Implement VTmtss Practices
*Scale: 1= No Knowledge, 2=Minimal Knowledge, 3=Moderate Knowledge, 4=Very Knowledgeable*

- Average
- Implementing evidence-based practices.
- Actively analyzing and reviewing assessment data.
- Making concrete steps to address identified goals.
- Increasing teacher leadership skills.
- Implementing quality professional learning.
- Successfully implementing steps to resolve our identified problem(s) of practice.

■ Pre ■ Post

Progress towards **Project Measures 1.3a and 1.3b***:* Both project measures exceeded the 80% targets, with 100% of respondents in agreement that the coaching was high quality, relevant, and useful (1.3a) and 87% of respondents felt more skilled to implement VTmtss practices (1.3b).

Project Measure 1.3c: 90% of observed VT SPDG Goal 1 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.

Each of the two PLL coaches were observed during this reporting period to ensure the coaching was delivered with fidelity to VT SPDG practices and of high-quality. Each of the items within the four components (Structure, Content, Communication, and Efficacy) were observed to be fully in place during the observations (Chart 25).

Progress towards Project Measure 1.3c: The 90% target was met, as all practices were observed for both coaches.

Chart 25: Coaching Fidelity Results
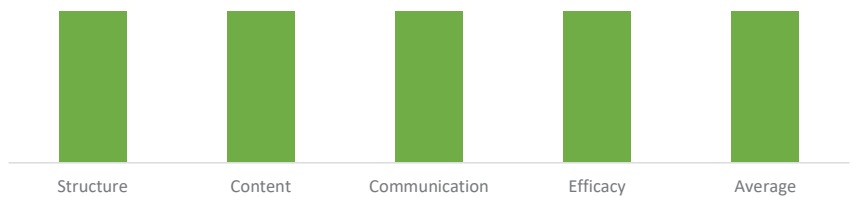
Structure	Content	Communication	Efficacy	Average

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 1.4: To increase the capacity of LEA and PreK-12 school personnel to use formative, fidelity, and student outcome data to monitor the effectiveness of their assessment, instruction, and intervention delivery systems.

[ ] Check if this is a status update for the previous budget period.

1.4a. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they review <u>fidelity of implementation data</u> more frequently as a result of the VT SPDG professional learning.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		83 / 100	83

1.4b. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they review <u>student outcome data</u> more frequently as a result of the VT SPDG professional learning.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		73 / 100	73

1.4c. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they were more skilled in using <u>fidelity of implementation data</u> to inform modifications to VT SPDG plans and processes.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			80 / 100	80		83 / 100	83

1.4d. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they were more skilled in using <u>student outcome</u> data to inform modifications to VT SPDG plans and processes.	Project	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Raw Number**	**Ratio**
			80 / 100	80		87 / 100	87

1.4e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After two years of implementation, 75% of participating Goal 1 preschool classrooms will implement the Pyramid Model practices with fidelity, as measured by the TPOT.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100			999 / 999	

Explanation of Progress:

Introduction: Data sharing requirements and processes were developed to facilitate collaboration and problem-solving between participating sites and VT SPDG personnel. The VT SPDG Director, PLL professional learning providers, and the external evaluator worked together to finalize the evaluation tools and processes to address training and coaching fidelity of implementation and other evaluation activities. Goal 1 coaches facilitated the fidelity of implementation process with LEA and school personnel. Training and coaching provided to participating schools have addressed how to better use data to support implementation activities and to assess to what degree instructional practices are impacting student outcomes.

Two data sources were used to provide evidence of the impact VT SPDG Goal 1 professional learning on more frequent and better use of data by participating LEA and school personnel. This included data from the Professional Learning Log and the PPS. Data from the PPS provides evidence regarding the degree to which the first four Objective 4 Project Measures have been met. The Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) will be used to assess the successful implementation of Project Measaure 1.4e, when a PreK program begins participation.

Professional Learning Log Data

As shown in Chart 26, at 75% of the professional learning activities (n=15), participants were active and engaged. Most participants are approaching their performance (Chart 27) and Progress (Chart 28) goals, indicating successful professional learning activities.

Chart 26: Degree of Engagement

- Disengaged: 1
- Compliant Engagement: 4
- Active and Proactive Engagement: 15
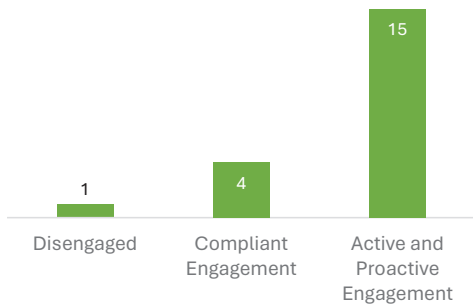
Chart 27: Degree to Which Performance Goals are Met

- Not Meeting — Performance: Implementation Goal: 2; Performance: Student Outcome Goal: 2
- Approaching — Performance: Implementation Goal: 16; Performance: Student Outcome Goal: 18
- Meeting — Performance: Implementation Goal: 1; Performance: Student Outcome Goal: 0

Legend:
■ Performance: Implementation Goal
■ Performance: Student Outcome Goal
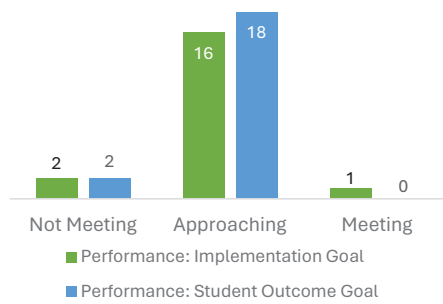
Chart 28: Degree to Which Progress Goals are Met

- Not Improving — Progress: Implementation Goal: 3; Progress: Student Outcome Goal: 3
- Improving — Progress: Implementation Goal: 16; Progress: Student Outcome Goal: 16
- Excelling — Progress: Implementation Goal: 0; Progress: Student Outcome Goal: 1

Legend:
■ Progress: Implementation Goal
■ Progress: Student Outcome Goal
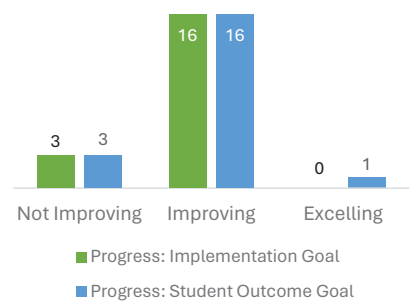
Performance Measures

Project Measure 1.4a: On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they review fidelity of implementation data more frequently as a result of the VT SPDG professional learning.

Project Measure 1.4b: On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they review student or child outcome data more frequently as a result of the VT SPDG professional learning.

Project Measure 1.4c: On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they were more skilled in using fidelity of implementation data to inform modifications to effective assessment, instruction, and intervention delivery practices.

Project Measure 1.4d: On the annual PPS, 80% of VT SPDG Goal 1 participants agree or strongly agree they were more skilled in using student or child outcome data to inform modifications to effective assessment, instruction, and intervention delivery practices.

On the PPS, 83% of respondents reported the SPDG professional learning school influenced the frequency in which they reviewed data to measure fidelity of implementation, such as the Fidelity of Implementation Tool (FIT), MTSS, or systems-level data (Chart 29). A smaller percentage of respondents (73%) felt SPDG professional learning impacted the frequency in which they reviewed student outcome data. As shown in Chart 30, 87% of respondents stated the SPDG professional learning increased the skills to use student data to inform modifications to their VTmtss implementation, while 83% indicated the SPDG professional learning increased the skills to use and review fidelity of implementation data more frequently to inform their VTmtss implementation.

Chart 29: Impact of Professional Learning on the Frequency in Which Data Are Reviewed (n=23)

Our school reviews data to measure fidelity of implementation more frequently, such as the Fidelity of Implementation Tool (FIT), MTSS, or systems-level data).	83%
Our school reviews student outcome data more frequently.	73%
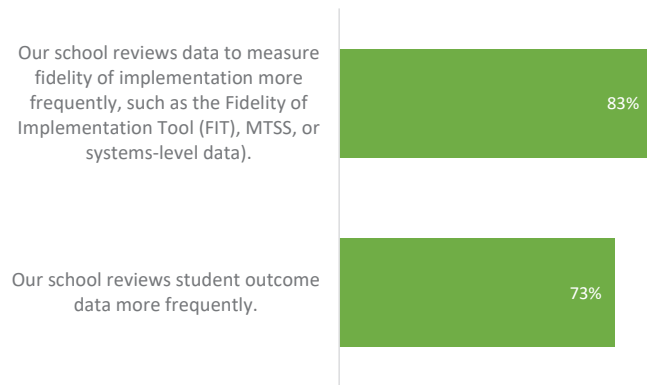
Chart 30: Impact of Professional Learning on the Skills of Leadership Teams to Use Data to Inform Modifications to Implementation (n=23)

Our Leadership Team is more skilled to use student data to inform modifications to our VTmtss implementation.	87%
Our Leadership Team is more skilled to use fidelity of implementation data more frequently, such as the Fidelity of Implementation Tool (FIT), MTSS, or systems-level data) to inform modifications to our VTmtss implementation.	83%
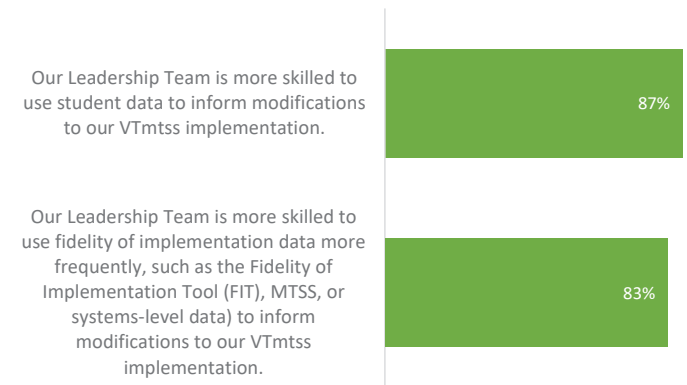
Scale for Charts 28 & 29: 1= Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Progress towards Project Measures 1.4a-d: With the exception of Project Measure 1.4b (73%), the other three Project Measures all surpassed the 80% target.

Project Measure 1.4e: After two years of implementation, 75% of participating Goal 1 preschool classrooms will implement the Pyramid Model practices with fidelity, as measured by the TPOT.

The TPOT will be used to measure the fidelity of implementation of evidence-based early childhood practices in settings with children between the ages of three and five, and to inform coaching practices. While the Vermont Early MTSS Systems Inventory assesses systems-level implementation of early childhood programs, the TPOT addresses classroom practices. The TPOT is a nationally validated fidelity tool used to assess the successful implementation of the Pyramid Model. A score of 80% and no red flags indicated fidelity of implementation. The TPOT provides a Tier 1 score, an Advanced Tier score, and a composite score. Baseline TPOT data will be collected shortly after the preschool programs begin implementation. Follow-up administrations will occur each spring the preschool programs participate in SPDG activities. At this time, no PreK programs are participating in the VT SPDG.

Progress towards Project Measure 1.4e: No data are available for this performance measure, as no PreK programs are participating in the VT SPDG.

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 1.5: To support state, district, and school administrators to sustain the use of an effective assessment, instruction, and intervention delivery systems.

[ ] Check if this is a status update for the previous budget period.

1.5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 training increased their knowledge to support and sustain effective assessment, instruction, and intervention delivery practices.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		91 / 100	91

1.5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 coaching increased their capacity to support and sustain effective assessment, instruction, and intervention delivery practices.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		92 / 100	92

Explanation of Progress:

Introduction: At each participating LEA and school, a leadership team was identified, or created, as necessary. PLL staff have provided training and coaching to LEA and school leadership teams to support effective assessment, instruction, and intervention delivery systems. The VTmtss framework tools are being used by the leadership teams to support their continuous improvement process. Each team developed action and sustainability plans to guide current and future professional learning efforts. Data from the PPS provided evidence regarding the degree to which Objective 5 activities have been successfully implemented.

Performance Measures

Project Measure 1.5a: On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 training increased their knowledge to support and sustain effective assessment, instruction, and intervention delivery practices.

Project Measure 1.5b: On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 coaching increased their capacity to support and sustain effective assessment, instruction, and intervention delivery practices.

The results from the PPS indicate that 91% of respondents felt the SPDG training increased their knowledge about leveraging Improvement Science strategies to inform changes to their implementation of VTmtss practices and to impact student outcomes (Chart 31). As shown in Chart 32, 92% of respondents reported the coaching they received increased their skills to support and sustain effective assessment, instruction, and intervention delivery practices.

Chart 31: Impact of Training on Participants' Knowledge of Improvement Science (n=22)

Knowledgeabout leveraging Improvement Science to make positive change in implementation of VTmtss.	91%
Knowledge about leveraging Improvement Science to make positive change in student outcomes.	91%
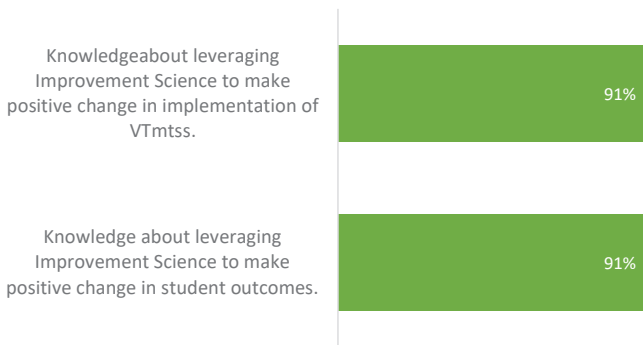
Chart 32: Impact of Coaching on Participants' Skills to Use Improvement Science Strategies (n=11)

Skills to support effective assessment, instruction, and intervention delivery practices.	92%
Skills to develop sustainability strategies for effective assessment, instruction, and intervention delivery practices.	92%
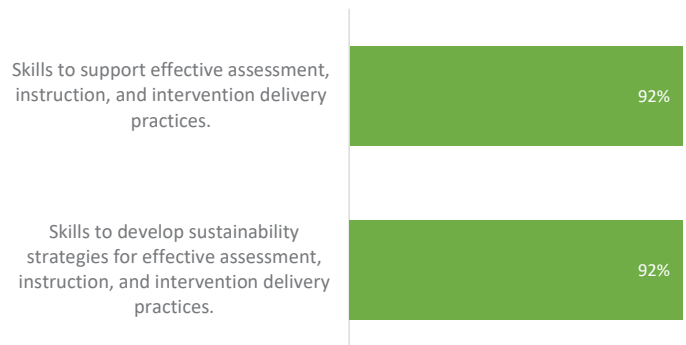
Scale for Charts 30 & 31: 1= Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Progress towards Project Measures 1.5a and 1.5b: Both project measures exceeded the 80% targets, with 91% of respondents in agreement that the training they received impacted their knowledge of using Improvement Science (1.5a) and 92% stated the coaching increased their skills to implement Improvement Science strategies (1.5b).

Goal 2 Project Measures

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 2.1: To select three cohorts of CIS/EI personnel to build and enhance their capacity to use the Early MTSS framework and Pyramid Model to improve social and emotional skills in children birth to age 3 with an OP/IFSP.

[ ] Check if this is a status update for the previous budget period.

2.1a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Three cohorts of four CIS/EI regional providers will be selected and implement 80% of the project activities as identified through each center's action plans, by the end of the grant period.	Project	Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
		12	/		1		/

Explanation of Progress:

Introduction: Selection criteria were developed and shared with prospective CIS/EI regional service provider programs, as part of the application and recruitment process. This included criteria related to readiness, CIS/EI providers' expectations and responsibilities, and AOE expectations and responsibilities. Recruitment materials were shared through a variety of outlets, including existing AOE communication channels, as well as through professional organizations such as CIS Regional Managers and Part C program leads. Upon acceptance into the VT SPDG, CIS/EI regional programs commit to an Agreement of Responsibility (AoR), which outlines the CIS/EI regional programs and AOE expectations and responsibilities.

Performance Measures

Project Measure 2.1a: Three cohorts of four CIS/EI centers will be selected and implement 80% of the project activities as identified through each center's action plans, by the end of the grant period.

As stated earlier in this report, in fall 2023, one CIS/EI region applied and was selected as the initial region for the VT SPDG Goal 2 initiative. A leadership team was established with six members from the two regional centers and two staff from 802 Pyramid Plus. They completed the Part C Benchmarks of Quality (BoQ) program-level fidelity tool in October 2023. There were a number of ongoing contacts between 802 Pyramid Plus staff and the CIS Coordinator and Early Intervention Director who was leading this work at the pilot region. A meeting had been scheduled in March to review the BoQ, develop an action plan, and establish a training schedule.

On March 27, the CIS Coordinator and Early Intervention Director from the cohort one CIS/EI region notified us they had another staff person quit and one was out on leave. It left them with only one service provider for an undetermined amount of time in a very large region. Due to this change in events, their region needed to postpone further work on the VT SPDG Goal 2 initiative. The Coordinator/Director added they see the great value in this work and hope to pick it up

again. VT SPDG staff reached out to express an understanding of their situation and also recommended they keep the practice-based coach training tentatively scheduled for May and June 2024 on the calendar for now, with the hope that staffing improves.

Progress towards Project Measure 2.1a: While one CIS/EI region, with two sites, was selected to participate and began initial implementation activities, they ceased participation at the time of this report.

Other Activities

To support the Goal 2 recruiting activities, the following products were developed by PMC partners:
- A flyer for recruiting new programs that include the benefits of implementing Pyramid Model Part C/EI practices and an overview of the Pyramid Model.
- An infographic that outlines the phases of Pyramid Model implementation in Early Intervention Programs.
- An infographic that delineates the trainings and workshops that support Pyramid Model implementation in Early Intervention Programs. The infographic also outlines the delivery methods and options for each workshop.

Recruitment activities have been collaborative, including the VT Part C Administrator, Pyramid Model Consortium, VT SPDG staff from 802 Pyramid Plus, and staff from the Center on Disability and Inclusion (CDI) at the University of Vermont. At the time of this report, VT SPDG staff and partners have met with leadership from three CIS/EI regions (Bennington, Harford and Rutland). We expect these regions will begin implementation activities this summer and fall.

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 2.2: To increase the knowledge of CIS/EI personnel to implement Early MTSS evidence-based and Pyramid Model practices. to foster growth of social and emotional skills among infants and toddlers (birth to age 3) with an OP/IFSP.

[ ] Check if this is a status update for the previous budget period.

2.2a. Performance Measure	Measure Type	Quantitative Data					
Participants who complete a VT SPDG Goal 2 training evaluation survey will score an average of 75% or higher on the training evaluation survey post-test.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100	75		999 / 999	

2.2b. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% VT SPDG Goal 2 training participants agree or strongly agree that the training was of high-quality, relevant, and useful.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

2.2c. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% VT SPDG Goal 2 training participants agree or strongly agree that the training increased their knowledge to implement The Pyramid Model Infant & Toddler practices.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

2.2d. Performance Measure	Measure Type	Quantitative Data					
90% of observed Goal 2 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			90 / 100	90		999 / 999	

Explanation of Progress:

Introduction: During this reporting period, we clearly defined the Goal 2 training curriculum, which in large part incorporates PMC training modules, and as necessary, adaptations of those materials to fit the Vermont context. These materials address the social and emotional development and growth for infants and toddlers with an OP/IFSP and preschool children with IEPs. Marketing materials will be created to advertise the Goal 2 trainings. Below are the recommended training topics for implementing the Pyramid Model with infants and toddlers.

- Program-wide Leadership Team Implementation Launch
- Pyramid Model Practices in Early Intervention
- Early Intervention Pyramid Practices Fidelity Instrument
- Infant Toddler Foundational Modules
- The Pyramid Infant Toddler Observation Scale
- Positive Solutions for Families
- Performance Measures

Project Measure 2.2a: Participants who complete a VT SPDG Goal 2 training evaluation survey will score an average of 75% or higher on the training evaluation survey post-test.

After each training, Goal 2 training participants will complete an evaluation survey, providing feedback on the quality, relevance, and usefulness of the training; how well adult learning principles were used; and knowledge gained. To measure short-term change in participants' knowledge of the specific training content, participants will be asked to complete pre- and post-tests before and after each training. Data from the evaluation surveys will be analyzed by the external evaluator, who will produce a full evaluation report and a one-page summary of the evaluation results. Descriptive statistics and weighted averages will be calculated. Charts and tables will be used to summarize the data in an easy-to-use format. Qualitative data gathered through the training evaluation forms will be categorized by themes to facilitate the processing of these data. The target is for an average post-test training score of 75% or higher.

As they are available, data will be shared with trainers, coaches, as well as external stakeholders (including, but not exclusive to the VT SPDG SIT, the VT AOE, CIS/EI leadership, and our OSEP Project Officer). Low scores and themes will be reviewed to inform changes to future trainings.

Progress towards **Project Measure *2.2a:*** No data are available for this performance measure. Data will be presented in the 2025 APR.

Project Measure 2.2b: On the annual PPS, 80% VT SPDG Goal 2 training participants agree or strongly agree that the training was of high-quality, relevant, and useful.

Project Measure 2.2c: On the annual PPS, 80% VT SPDG Goal 2 training participants agree or strongly agree that the training increased their knowledge to implement the Pyramid Model Infant & Toddler practices.

The Participating Personnel Survey (PPS) will be administered in the spring of each year to gather participant perception data regarding the quality of the training provided and the impact on their knowledge and capacity to implement the training content. These data will be tracked longitudinally. Descriptive statistics and weighted averages will be calculated. The PPS will use a four-point impact scale. The results of the quality, relevance, and usefulness questions will be combined into a single composite score for reporting purposes (Project Measure 2.2b). Data from the PPS will also be used to assess Project Measure 2.2c. For both items, the percent of respondents providing a rating of 3 and 4, divided by the total number of responses will be considered successful. The target for both items is for an average score of 80% or higher.

The PPS results will be used to consider any needed changes to trainings for the next year. These data will be shared with members of the VT SPDG SIT, the VT AOE, CIS/EI leadership, our OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.

Progress towards **Project Measures** *2.2b and 2.2c:* No data are available for this performance measure. Data will be presented in the 2025 APR.

Project Measure 2.2d 90% of observed Goal 2 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.

The High-Quality Professional Development (HQPD) Checklist will be used to measure the quality and fidelity of face-to-face training. The HQPD checklist was developed by Noonan et al, (2015). The HQPD is a 21-item observation checklist, composed of five domains (Preparing for Learning, Contextualizing Content, Engaging in Learning, Reflecting on Learning, and Transferring Learning Practice). The target is for 90% of the 21 items to be implemented with fidelity. All trainers will be observed by the VT SPDG Project Director at least once per year, using the HQPD Checklist. Prior to the observations, the VT SPDG Project Director will meet with the VT SPDG trainers to review the content of the training in advance, as well as to review the HQPD Checklist. In cases when the trainer does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement, and a follow-up observation will be scheduled.

Reference: Noonan, P., Gaumer-Erickson, A.S., Brussow, J.A., & Langham, A. (2015). *Observation checklist for high quality professional development in education*. (Updated version). Lawrence, KS. University of Kansas, Center for Research on Learning.

Progress towards **Project Measure** *2.2d:* No data are available for this performance measure. Data will be presented in the 2025 APR.

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SECTION A - Performance Objectives Information and Related Performance Measures Data

Objective 2.3: To increase the capacity of CIS/EI personnel, via sustained systems and practice-based coaching, to implement Early MTSS practices to improve social and emotional development and growth of infants and toddlers (birth to age 3) with an OP/IFSP.

[ ] Check if this is a status update for the previous budget period.

2.3a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% VT SPDG Goal 2 coaching recipients agree or strongly agree that the coaching was of high-quality, relevant, and useful (using a scaled-score).	Project	Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100	80		999 / 999	

2.3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of VT SPDG Goal 2 coaching recipients agree or strongly agree that the coaching increased their skills to implement Pyramid Model Infant & Toddler practices.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

2.3c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
90% of observed VT SPDG Goal 2 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		999 / 999	

Explanation of Progress:

Introduction: The external systems and practice-based coaches have expertise on the use of systems and practice-based coaching principles and practices. Part of their work will be to increase the capacity of inter-regional CIS/EI and local preschool program leaders to become knowledgeable and recognized by the state as Early MTSS systems and practice-based coaches. Coaching materials and resources will be developed during the first few months of the grant period. The coaches will provide bi-monthly coaching to participating Cohort sites, supporting their creation and/or implementation of continuous improvement/action plans.

Once our first regional site was selected in September 2023, the lead VT SPDG Goal 2 coach communicated with the Center Director weekly, in preparation for the kick-off meeting in October 2023, the identification of evidence-based coaches, and supporting initial implementation activities. Prior to the pause in implementation in March 2024, plans were in place for the training of the practice-based coaches in late spring 2024.

Performance Measures

Project Measure 2.3a: On the annual PPS, 80% VT SPDG Goal 2 training coaching recipients agree or strongly agree that the coaching was of high-quality, relevant, and useful.

Project Measure 2.3b: On the annual PPS, 80% of VT SPDG Goal 2 coaching recipients agree or strongly agree that the coaching increased their skills to implement Pyramid Model Infant & Toddler practices.

The PPS will include items regarding the quality, relevance, and usefulness of the VT SPDG Goal 2 coaching. Those three items will be combined into a single composite score to inform Project Measure 2.3a. A separate set of PPS items will be used to gather Goal 2 participants' perceptions regarding the impact of VT SPDG coaching on their skills to implement Pyramid Model practices (Project Measure 2.3b). For both items, the percent of respondents providing a rating of 3 and 4, divided by the total number of responses will constitute success. The target for both items is for an average score of 80% or higher.

The PPS results will also be used to consider any needed changes to coaching for the next year. These data will be shared with members of the VT SPDG SIT, the VT AOE, CIS/EI leadership, our OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the coaching provided and to develop improvement strategies for areas with lower ratings.

Progress towards Project Measures 2.3a and 2.3b: No data are available for this performance measure. Data will be presented in the 2025 APR.

Project Measure 2.3c: 90% of observed VT SPDG Goal 2 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.

All VT SPDG Goal 2 coaches will be observed by the VT SPDG Project Director at least once a year, using the Coaching Observation Checklist. The Coaching Observation Checklist was developed by Brossow et al (2013). The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. Prior to the observations, the VT SPDG Project Director will meet with the VT SPDG Goal 2 coaches to review the content of the coaching in advance, as well as to review the Coaching Observation Checklist for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). *Coaching Observation Checklist*. Lawrence, KS: University of Kansas, Center for Research on Learning.

Progress towards Project Measure 2.3c: No data are available for this performance measure. Data will be presented in the 2025 APR.

SECTION A - Performance Objectives Information and Related Performance Measures Data

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Objective 2.4: To increase the capacity of CIS/EI personnel to use formative, fidelity, and child outcome data to implement Early MTSS/Pyramid Model practices to improve social and emotional development and growth in infants and toddlers with an OP/IFSP.

[ ] Check if this is a status update for the previous budget period.

2.4a. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they review fidelity of implementation data more frequently as a result of the VT SPDG professional learning.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100			999 / 999	

2.4b. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they review child outcome data more frequently as a result of the VT SPDG professional learning.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100			999 / 999	

2.4c. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they were more skilled in using fidelity of implementation data to inform modifications to their implementation of the Pyramid Model.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 100	80		999 / 999	

2.4d. Performance Measure	Measure Type	Quantitative Data					
On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they were more skilled in using child outcome data to inform modifications to their implementation of the Pyramid Model.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100	80		999 / 999	

2.4e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
After two years of implementation,75% of participating Goal 2 CIS/EI center participants will implement the Pyramid Model practices with fidelity, as measured by the Early Intervention Pyramid Practice Fidelity Instrument (EIPPFI).	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			75/100			999 / 999	

Explanation of Progress:

Introduction: During this reporting period, initial activities included the development of an evaluation manual, which lists and describes all data collection tools to be used to assess the quality and impact of the Goal 2 professional learning. The SPDG external evaluator worked closely with the PMC Evaluation Coordinator to incorporate existing PMC data collection tools whenever possible. The PMC has an existing data collection and reporting platform to facilitate the collection of fidelity of implementation data, training and coaching data, and other data sources.

Two fidelity of implementation instruments were identified to assess program-level fidelity (Part C BoQ) and practice-based coaching fidelity (Early Intervention Pyramid Practice Fidelity Instrument). As discussed earlier in this report, a baseline BoQ was completed in October 2023. Plans were made for baseline EIPPFI administrations in late spring 2024, prior to the pause in implementation of the cohort 1 CIS/EI region.

The Participating Personnel Survey (PPS) was also developed during this reporting period. The initial PPS was to be administered in late May/early June 2024. The data collected would be reported on the 2025 APR. A training evaluation survey was also developed, to be used to assess the quality and impact of training, originally planned for April and May 2024.

<u>Performance Measures</u>

Project Measure 2.4a: On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they review fidelity of implementation data more frequently as a result of the VT SPDG professional learning.

Project Measure 2.4b: On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they review student or child outcome data more frequently as a result of the VT SPDG professional learning.

Project Measure 2.4c: On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they were more skilled in using fidelity of implementation data to inform modifications to their implementation of the Pyramid Model.

Project Measure 2.4d: On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they were more skilled in using student or child outcome data to inform modifications to their implementation of the Pyramid Model.

The PPS, discussed previously, will also be used to assess the impact of the VT SPDG professional learning (training and coaching) on the frequency of which Goal 2 participants' review fidelity of implementation and child-level outcome data, as well as the degree to which they use these data to inform their implementation of Pyramid Model practices. For all four items, the percent of respondents providing a rating of 3 and 4, divided by the total number of responses will determine if the 80% target is met.

As stated in prior objectives, we will use the PPS results to consider any necessary changes to the training and/or coaching provided. Areas of strength will be celebrated. The VT SPDG SIT, VT AOE, CIS/EI leadership, and impacted stakeholders will develop strategies to improve areas with lower ratings.

Progress towards Project Measures 2.4a-d: No data are available for this performance measure. Data will be presented in the 2025 APR.

Project Measure 2.4e: After two years of implementation, 80% of participating Goal 2 CIS/EI center participants will implement the Pyramid Model practices with fidelity, as measured by the Early Intervention Pyramid Practice Fidelity Instrument (EIPPFI).

The EIPPFI is used to assess the implementation of Pyramid Model practices by early interventionists in the coaching of family caregivers. EIPPFI practices are aligned with the Division for Early Childhood Recommended Practices and the Principles of Early Intervention. EIPPFI organizes practices within six practice categories: 1) Building Partnerships with Families; 2) Social Emotional Development; 3) Family-centered Coaching; 4) Dyadic Relationships; 5) Children with Challenging Behavior; and 6) Social Emotional Assessment. The tool is used to identify coaching goals, provide feedback, and show growth in practice implementation.

The tool is used to measure the fidelity of implementation of Pyramid Model practices by early intervention practitioners during family coaching sessions. An EIPPFI will be conducted with each practitioner coached. Pyramid 802 Plus staff will support the administration EIPPFIs in participating sites. The person who is being coached will complete the baseline EIPPFIs, typically within a month after training. This process will likely vary by region. Responses from the EIPPFI observation tool are entered into the EIPPFI spreadsheet to support data analyses and action planning.

Progress towards Project Measure 2.4e: No data are available for this performance measure. Data will be presented in the 2025 APR.

SECTION A - Performance Objectives Information and Related Performance Measures Data

<u>**Objective 2.5**</u>**: To support state and CIS/EI Coordinators to sustain the use of Early MTSS/Pyramid Model practices to improve social-emotional skills in children birth to age 3 with an OP/IFSP.**

[ ] Check if this is a status update for the previous budget period.

2.5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 2 training increased their knowledge to support and sustain Pyramid Model practices.	Project	Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100	80		999 / 999	

2.5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 2 coaching increased their capacity to support and sustain Pyramid Model practices.	Project	Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100	80		999 / 999	

Explanation of Progress:

Introduction: Systemic leadership supports have been facilitated through the establishment of protocols and expectations for supporting inter-regional CIS/EI and local preschool leadership teams, communication materials, and evaluation processes. A minimal amount of training and coaching was provided to the inter-regional CIS/EI team in our pilot region to support and sustain the implementation of Early MTSS and the Pyramid Model. VT Early MTSS framework tools will be used to support continuous improvement process, and sustainability plans will be developed by each participating inter-regional CIS/EI team and preschool program.

Performance Measures

Project Measure 2.5a: On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 training increased their knowledge to support and sustain Pyramid Model practices.

Project Measure 2.5b: On the annual PPS, 80% of participating administrators and leadership team personnel agree or strongly agree the VT SPDG Goal 1 coaching increased their capacity to support and sustain Pyramid Model practices.

As described previously, the PPS will be implemented in spring each year, to gather Goal 2 participants' perceptions of the impact of the VT SPDG professional learning. The set of PPS items addressing Objective 2.5 activities will assess the degree to which participating CIS/EI administrators report greater knowledge and capacity to support and sustain Pyramid Model practices. For both items, the percentage of respondents providing a rating of 3 and 4, divided by the total number of responses will be considered successful. The target for both items is for an average score of 80% or higher.

The PPS results will be used to consider any needed changes to the training and coaching provided to participating administrators. These data will be shared with members of the VT SPDG SIT, the VT AOE, CIS/EI leadership, our OSEP Project Officer, and other stakeholders to celebrate areas where administrators were satisfied with the professional learning provided and to strategize how to improve areas with lower ratings.

Progress towards Project Measures 2.5a and 2.5b: No data are available for this performance measure. Data will be presented in the 2025 APR.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

SECTION A - Performance Objectives Information and Related Performance Measures Data
˙Objective 2.6: To support families to be partners in Part B and Part C activities.

[ ] Check if this is a status update for the previous budget period.

2.6a. Performance Measure	Measure Type	Quantitative Data					
On the end-of-module evaluations, 80% of impacted family members agreed or strongly agreed they are more knowledgeable about the content addressed through the VFN family modules.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100			999 / 999	

2.6b. Performance Measure	Measure Type	Quantitative Data					
On the end-of-module evaluations, 80% of impacted family members agreed or strongly agreed the VFN Family Modules were useful for supporting family engagement activities.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
			80 / 100			999 / 999	

2.6c. Performance Measure	Measure Type	Quantitative Data					
In 75% of participating CIS/EI regions, the percentage of families who report that CIS-EI has helped them to help their child develop and learn will meet the annual target as set by the state of Vermont.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 100			999 / 999	

Explanation of Progress:

During this reporting period, the Vermont Family Network (VFN) developed three pre-recorded informational training sessions geared for families of infants/toddlers with disabilities.

- Parents' Guide to Early Intervention
    - Went live on September 27, 2023
    - 26.39 minutes
    - 7 views as of April 28, 2024
    - https://www.youtube.com/watch?v=4l-Ll-aWCCc

- Child Find and Special Education Evaluation
  - Went live on September 27, 2023
  - 28.33 minutes
  - 3 views as of April 28, 2024
  - https://www.youtube.com/watch?v=jACVqVb-yfw
- Transition from Early Intervention to Early Childhood Special Education
  - This module has not gone live yet, as we work to make sure it is fully accessible.

To support the development of the modules, as part of a separate contract, VFN staff were able to meet with parents involved with the Part C system in five regions of the state. This was part of a larger effort, including a plan to: identify family engagement approaches, practices, and activities in each of the 11 CIS regions; provide family engagement consultation services to each of the regions; and develop a comprehensive report, including recommendations to the CIS State team, to unify and strengthen family engagement across the state-wide CIS system in Vermont.

Three specific conversations were included in the focus groups. Below each group is a list of themes that emerged from the conversations. In full VFN report, comments from participants are included to support each theme. This information was helpful in the development of the three modules, to ensure family voice was part of the module development.

Conversation 1: Working with Families in Times of Practitioner Shortage
- Aspirations for the community regarding staffing
- Concerns about staffing
- Opinions or experiences with staffing needs impacting the vision for family engagement
- Changes needed in staffing and personnel for the CIS community to meet aspirations for family engagement
- How are people in this community of providers working with families to engage and support them, despite staffing challenges?
- What can the CIS community do to work on the issue of staffing shortages and build the capacity to work together on this? Who is trusted to take action? Who needs to be at the table?

Conversation 2: Opportunities in Early Childhood for Social Skill and Communication Development through Playgroups
- Aspirations for the CIS community regarding providing or seeing opportunities in Early Childhood for Social Skill and Communication Development
- Aspirations for the CIS community regarding how these opportunities do or will foster family engagement
- Experience with specific opportunities that led to strong family engagement
- Changes needed to help sustain or implement the aspirations for these opportunities for the CIS community

Conversation 3: Engaging with Families in Rural Communities
- Aspirations for engaging families in the CIS community
- What is currently done to engage families from rural communities

- Concerns about current or desired opportunities
- (Either with what is being done or about the aspirations that already exist)
- Experience or opinion with meeting the needs of families in rural locations
- Changes or resources needed to help sustain or implement the aspirations for these opportunities for the CIS community
- What can be done as a CIS community to work on and build capacity to offer opportunities that reflect best practices for engaging families in rural communities?

Project Measure 2.6a: On the end-of-module evaluations, 80% of impacted family members agreed or strongly agreed they are more knowledgeable about the content addressed through the VFN family modules.

Project Measure 2.6b: On the end-of-module evaluations, 80% of impacted family members agreed or strongly agreed the VFN Family Modules were useful for supporting family engagement activities.

An end-of-module evaluation survey was developed by VFN staff and the SPDG external evaluator. A link to the evaluation survey was embedded into the PowerPoint presentation used in each module, five slides prior to the end of the presentation. The survey uses a retrospective pre/post item to determine the impact of the module on participants' knowledge of the content addressed in the module. The survey also asks about overall satisfaction with the module, the participants' confidence in using the content in their personal or professional life, and if they would recommend the module to other families. Five open-ended items were available for participants to provide qualitative feedback.

For both items, the percentage of respondents providing a rating of 3 and 4, divided by the total number of responses will be considered successful. The target for both items is for an average score of 80% or higher. The family survey results will be used to consider any needed changes to the training and coaching provided to participating administrators. These data will be shared with members of the VT SPDG SIT, the VT AOE, CIS/EI leadership, our OSEP Project Officer, and other stakeholders to celebrate areas where administrators were satisfied with the professional learning provided and to strategize how to improve areas with lower ratings.

At the time of this report, as suggested by the limited number of views for each module, we have not received any module evaluation surveys at this point. We have discussed the strategies listed below as ways to increase the viewership of the modules.

- Need to connect with CIS Directors to market the modules.
- AOE can produce a press release/marketing effort.
- Work with VFN Communications Coordinator to disseminate and track usage data.
- Need to consider some level of funding for the VFN Communications Coordinator.

Progress towards Project Measure 2.6a and 2.6b: This target has not been met, as we have not received any module evaluation surveys at this point.

Project Measure 2.6c: In 75% of participating CIS/EI regions, the percentage of families who report that CIS-EI has helped them to help their child develop and learn, will meet the annual target as set by the state of Vermont.

This Project Measure is also aligned with VT's Part C SSIP - the percentage of families who report that CIS-EI has helped them to help their child develop and learn, will meet the state target, which is also reported in Vermont's Part C SPP/APR Indicator 8 on VT's Part C SPP/APR. Data for Project Measure 4c will be obtained from the Part C SPP/APR. The VT SPDG Director and external evaluator will work with the VT Part C Data Manager to create a system for requesting, obtaining, and analyzing data from participating CIS/EI centers. Data from participating centers will be aggregated so that no child, family, or center, data are reported. As the reporting of SPP/APR data are lagged by one school year, data for the first year of implementation (2023-24) will not be reported until the VT SPDG 2025 APR. Baseline data for this indicator are provided in Chart 33. The target for this measure changes each year.

Progress towards Project Measure 2.6c: Only baseline data are available for this performance measure. Data will be presented in the 2025 APR.

Chart 33: Percentage of Families Reporting CIS/EI Has Helped Them to Help Their Child Develop and Learn (Part C Indicator 4C)

2019	2020	2021	2022
90.84%	82.69%	88.94%	88.20%
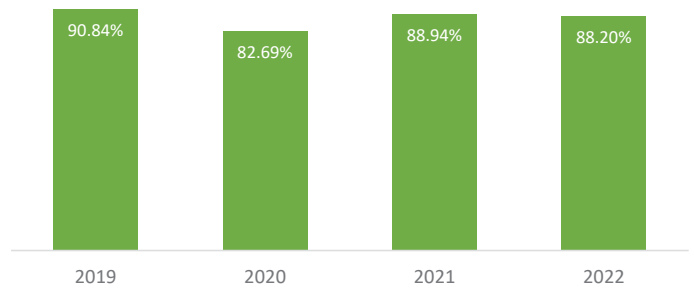
VT SPDG 2024 Section B

As of March 1, 2024, we have paid invoices and travel expenses totaling $399,737.

The majority of the SPDG funds were used for vendors to provide professional learning activities, including the personnel to conduct training and provide coaching. After a lengthy procurement process, we have executed all of the contracts in our plan. The contract for the Goal 2 provider (the Pyramid Model Consortium) began at the end of May 2023, and our contract with VT's Parent Training Information Center (PTIC) began at the end of June 2023. These are added to the contracts for the External Evaluator, Garrett Consulting, LLC, and the Goal 1 provider, Partnerships in Literacy and Learning (PLL). The vendors providing the professional learning services submitted quarterly invoices starting in July 2023. The external evaluator and PTIC submitted a bi-monthly invoice.

VT received $823,359 in the initial funding period from October 2022 through September 2023. We were allocated $1.00 in the second budget period. Our business office separated SPDG allocation into two categories: contracts and other expenses. Examples of other expenses include travel, SigNetwork, and indirect costs on the first $25,000 of each contract. Of the funds budgeted for contracted services, we have obligated 100% of those funds and will carry forward $0.00. Approximately $65,000.00 in non-contract budget funds will be carried forward on October 1, 2024.

Maine SPDG 2023 APR Section C Information

VT SPDG 2024 Section C Required Questions

1. **Provide a list of current partners on your grant and indicate if any partners changed during the reporting period. Please indicate if you anticipate any change in partners during the next budget period. If any of your partners changed during the reporting period, please describe whether this influenced your ability to achieve your approved project objectives and/or project activities.**

   Current partners for the VT SPDG include:
   - Brent Garrett of Garrett Consulting, LLC is the VTSPDG external evaluator and is a member of both the AOE Core Team (ACT) and State Implementation Team (SIT) as needed.
   - VT Agency of Education
     - Student Support Services Division—ACT:
       - Early Education Team
       - VTmtss Team
       - Special Education Team
     - Project Management
   - VT Agency of Human Services
     - Child Development Division—Part C Core Team (Part C ACT):
       - Children's Integrated Service (CIS) Department
       - Early Intervention (EI) Manager
   - Vermont Family Network (VFN-VT's PTIC)— SIT
   - The University of Vermont Center on Disability and Community Inclusion (CDCI) is the VTSPDG IHE and a member of the SIT. In the first two years of the project, the CDCI will lead an evaluation focused on the service delivery of CIS/EI to improve the social and emotional skills for infants and toddlers. The purpose is to extend the knowledge generated by activities promoting Goal 2 of the Vermont SPDG.
   - Partnerships for Literacy and Learning (PLL) is the provider for all the Goal 1 training and coaching activities.
   - The Pyramid Model Consortium (PMC) is the provider for all Goal 2 training and coaching activities.

2. **Describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope and objectives of your approved application.**

Next year, we will begin to better align the VT SPDG with the VT State Systemic Improvement Plan (SSIP). The SSIP provides VTmtss systems coaching to LEA leadership teams, as well as supporting the use of evidence-based practices with math teachers providing instruction to students with disabilities in grades 3, 4, and 5. The State Identified Measurable Result (SIMR) is to improve math outcomes for students with disabilities in grades 3-5. Because of the close alignment between the SSIP and the SPDG, we are incorporating the SSIP into the SPDG. The second cohort of Goal 1/Part B LEAs and schools will include LEAs that have schools identified as needing additional support to improve math outcomes for students with disabilities in grades 3-5. The student outcome data sources will remain unchanged.

3. **Provide a list of all new products that were developed in the reporting period (indicated above), and a list of all new services that were rendered in the reporting period.**

For Goal 1, the following products were developed:
- Goal 1 Systems Fidelity of Implementation Tool (FIT) is based on two of the five components from the VTmtss Field Guide: Systemic and Comprehensive Approach (SCA) and High-Quality Instruction and Intervention (HQII).
- Goal 1 Best Practices Observation Tool for Instruction (BPOT) is currently available for schools focused on improving literacy outcomes.

There are no new services to report at this time.

Evidence-Based Professional Development Worksheet

Goal 1

Goal 1 – First Year of Implementation

Worksheet
SPDG Evidence-based Professional Development Components
Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16-professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the "PD components" column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The "PD components" column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

The VT SPDG, award #H323A220009 is in its second year of funding and first year of implementation.

Goal 1: Increase the percentage of students with disabilities who score proficient or higher on local, universal reading or math assessments, through rigorous and sustained professional learning, focused on the analysis, implementation, and monitoring of effective assessment, instruction, and intervention delivery systems.

The VT SPDG is managed by the SPDG Director, with the support of an external evaluator, and key personnel from the SEA, the VT Agency of Education (AOE). This group will be referred to as the AOE Core Team (ACT). Members of this group include the Special Education Inclusion Coordinator, the Early Education 619 coordinator, and the lead of the VTmtss team. The VT SPDG State Implementation Team (SIT) includes the ACT as well as the Goal 1 vendor who will provide both the training and coaching (systems and practice) for Goal 1 participants. Quarterly, the SIT will include members of participating Administrative Leadership teams.

The Goal 1 professional learning activities for three LEAs participating in Cohort 1 began in October 2023 with a Leadership Launch that was attended by the Administrative Leaders (central office personnel including the superintendent, curriculum director, special education director, and principal from each participating school). The vendor providing Goal 1 professional learning activities is Partnerships in Literacy and Learning (PLL). The professional learning for the Instructional Leaders from the 4 participating schools began in January 2024. The training and coaching activities for cohort 1 educators began in January 2024 and PLL staff have collected baseline data from the Fidelity of Implementation Tool (FIT) as well as the Best Practices Observation Tool for Instruction (BPOT) which is currently available for schools focused on improving literacy outcomes. The math-focused BPOT will be available before the end of SY23-24.

VT's LEA governance structure includes Supervisory Unions and School Districts. We will use the term "LEA" throughout. LEA for our purposes will refer to the Superintendent and other members of the administrative leadership team, such as the curriculum coordinator and special education administrator or director.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating

A(1) Selection	**Clear expectations are provided for PD participants and for schools, districts, or other entities.**
	Required elements:
	1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post-training activities).
	2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).
	3. Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.
		1. **Expectations for PD participants:**
		
		In year 1, to understand the interest as well as explain the expectations of participating in the SPDG, the SIT (SPDG Implementation Team) distributed an online "Intent to Participate" survey form that closed in May 2023. The application required evidence of cooperation and collaboration among administrative leaders, teacher leaders, and educators through a checklist of agreements or assurances including:
		
		1. the need to assemble an LEA Administrative Leadership team comprised of, as applicable, the curriculum coordinator, special education administrator, PreK director or equivalent, participating school principal, and the head of participating approved Independent schools if applicable.
		2. the need to have at least one instructional leader to participate in virtual and on-site training and coaching activities for approximately two hours per month that will include using local data to improve instruction and intervention practices, as well as coaching for clear communications and shared knowledge.
		3. for applicable PreK programs, the practice-based coach, as well as participating preschool school staff, will participate in the following Early MTSS professional learning activities. Each module or series of modules will be scheduled monthly for approximately two and one-half hours and delivered virtually through the Pyramid Model Learning modules.
		    a. Promoting Children's Success
		    b. Building Relationships
		    c. Creating Supportive Environments,
		    d. Social Emotional Teaching Strategies is a series of 3 modules.
		    e. Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior, will be offered in a series of 4 modules.
		4. preschool personnel have the opportunity to take additional practice-based coaching training to become a practice-based coach. This will take about 12 hours about two hours per month. Training will be delivered virtually through
			4

the Pyramid Model learning modules.

Eight LEAs completed the intent to apply application. The SIT team, along with the external evaluator and the Goal 1 professional learning provider, Partnerships in Literacy and Learning (PLL) held office hours for interested participants to learn more about the SPDG and ask additional questions.

Members of LEAs who were still interested after the office hour sessions met individually with PLL to talk through the needs of the LEA and determine the school/s that might participate in the first cohort.

Three LEAs signed the Agreement to Participate prior to beginning the Leadership Launch in October 2023. These tree LEAs became Cohort 1.

2. **What have schools, districts, or other entities agreed to provide?**

Members of Administrative Leadership Teams will participate the following training activities:
1. Two-day Leadership Launch in August for cohort 1 participants
2. monthly, virtual, two-hour facilitated CoP/Networking sessions starting September 2023, for the first cohort of participants

Teacher-leader representatives from each cohort 1 school will participate in the following activities:
1. One-day teacher leadership summit in December 2023
2. monthly, virtual 2-hour facilitated teacher-leader collaborative meetings starting in January 2024

Teams of school-based educators will participate in virtual and on-site training and coaching activities for approximately two hours per month beginning in December 2023 for cohort 1.

All participants agree to work with the vendor, PLL, to conduct participant observations to inform professional learning action plans and to gauge the impact of the professional learning provided.

The SPDG Director will observe a sample of the training activities and report results at SIT meetings. PLL along with the SPDG Director will provide information related to systemic/program-wide implementation, fidelity of practice, and aggregated student/child/infant toddler outcomes by implementing, as appropriate, the

		following tools:	

		a. For participating preschools: systems/program-wide Implementation: *Early MTSS Systems Inventory and Action Planning Tool*
		   b. For participating preschool and kindergarten teachers: implementation of practice to fidelity *TPOT*
		   c. Local, universal literacy or mathematics assessments
		   d. Annual SPDG Participating Personnel Survey (*PPS)*
		
		3. Agreement to Participate Forms
		The Agreement to Participate includes the expectations and requirements for the Administrative Leadership Team, School-based Instructional Leaders, and Instructional Leaders along with Classroom Educators. An image of the document is included in Figure 1 at the end of this document. All cohort 1 participating superintendents completed the Agreement to Participate	

A(2) Selection	**Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.** Required elements: 1. Expectations for trainers' qualifications and experience and how these qualifications are ascertained. 2. Description of role and responsibilities for trainers (the people who trained PD participants). 3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained. 4. Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	**1. Expectations for trainers' qualifications and experience and how these qualifications are ascertained:** The expectations for the Goal 1 professional development provider were developed by the AOE's Core Leadership Team and released in a request for proposals on February 27, 2023. The RFP specified that the Goal 1 professional learning provider will be responsible for both the training, as well as coaching for administrative leadership and school-based personnel. The qualifications were as follows: 1. Demonstrated experience providing large-scale professional development. 2. Extensive knowledge of and demonstrated experience with MTSS frameworks, preferably the VTmtss Framework and VTmtss Field Guide (2019). 3. Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and Pyramid Model Practices for Promoting Social Emotional Competence in Infants and Young Children. 4. Familiarity with Early Learning standards, preferably the Vermont Early Learning Standards (VELS). 5. Demonstrated experience in practice-based coaching (systems and program level). 6. Demonstrated experience in data collection/analysis/reporting and decision-making.	4

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7. Familiarity with VT education laws and initiatives including Act 173, Act 35, Rule 4500, Act 166, and childcare licensing regulations.
8. Familiarity with the structure of Vermont's Universal Prekindergarten Education public and private programs, Act 166, and State Board of Education Rules Series 2600.
9. Strong understanding of research and evidence-based practices regarding data-based decision-making, the science of implementation, scale-up and sustainability of systems, and continuous improvements.
10. Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.

The RFP bids were reviewed and scored by a three-member committee that included the SPDG Director, the Early Education 619 Coordinator, and the lead of the VTmtss Team. The above skills were ascertained through each bidder's response, and the contract for the SPDG professional learning provider went to Partnerships for Literacy and Learning (PLL). The initial contract started on May 1, 2023, and will end on June 30, 2025. We have the ability to extend the contract throughout the SPDG period of performance.

2. Description of role and responsibilities for trainers:

For the Goal 1 professional learning plan, the AOE's Core Leadership Team established that the majority of the professional learning activities would be conducted on-site or virtually and would be a part of the LEA's annual professional learning schedule. Given the staffing shortages, we wanted to minimize disruption by providing leadership teams and school staff the training and coaching locally. The below description of role and responsibilities of the trainers includes the following:

1. Develop and deliver a two-day, in-person kick-off session to participating Administrative Leadership teams along with the school-based instructional leaders in August of the first year of their participation. Training topics include, at minimum, the following:
   a. VTmtss Framework
   b. VT Early MTSS
   c. Act 173 of 2018
   d. Changes in the Special Education laws
   e. Supportive walkthroughs
2. For each participating cohort member, deliver a one-day on-site training to school-based educators during the first year of each cohort in January of the first year of their participation.

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3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.

The VT SPDG's professional learning plan is designed so that the Goal 1 professional learning provider is responsible for training and coaching activities. The personnel deployed to provide training sessions to the administrative leadership team, for example, will also be coaching the teacher leaders and teachers. The below expectations were developed by the AOE's core leadership team and described in the February 27, 2023, RFP.

- Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and Pyramid Model Practices for Promoting Social Emotional Competence in Infants and Young Children.
- Familiarity with Early Learning standards, preferably the Vermont Early Learning Standards (VELS).
- Demonstrated experience in practice-based coaching (systems and program level).
- Strong understanding of research and evidence-based practices regarding data-based decision-making, the science of implementation, scale-up and sustainability of systems, and continuous improvements.
- Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.

The RFP bids were reviewed and scored by a three-member committee that included the SPDG Director, the Early Education 619 Coordinator, and the lead of the VTmtss Team. The above skills were ascertained through each bidder's response, and the contract for the SPDG professional learning provider went to Partnerships for Literacy and Learning (PLL). The initial contract started on May 1, 2023, and will end on June 30, 2025. We have the ability to extend the contract throughout the SPDG period of performance.

4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).

For the Goal 1 professional learning plan, the AOE's core team established that the majority of the professional learning activities would be conducted either on-site or virtually and would be a part of the LEA and participating school's annual professional learning schedule. Given the staffing shortages in VT school systems, we wanted to

| | | minimize disruption by providing leadership teams and school staff the training and coaching locally. The below description of role and responsibilities of the coaches:

• Provide monthly on-site or virtual coaching activities to school-based instructional leaders beginning in September of the first year of their participation. Instructional leaders' training and coaching content will include, at minimum, the following topics:
  a. Implementing evidence-based instructional strategies.
  b. Implementing interventions and supports that are evidence-based
  c. Using local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.
  d. Establishing and facilitating school-based CoPs for educators.
• For each participating cohort member, provide monthly on-site or virtual coaching activities to school-based educators starting in February of the first year of their participation. School-based educators' training and coaching content should include, at minimum, the following topics:
  a. Implementing evidence-based instructional strategies.
  c. Implementing interventions and supports that use local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.
  d. Participating in school-based CoPs. | |

PD domains	PD components (with required elements the description should contain)	Project Description (*please provide after each bullet*)	Project's self rating
B(1) Training	**Accountability for the delivery and quality of training.** Required elements: 1. Identification of the lead person(s) accountable for training– include name and position/title. 2. Description of the lead person(s)' role and responsibilities related to developing and supporting	**1. Identification of the lead person(s) accountable for training**. The VT SPDG Director, Meg Porcella, the Director of the VT AOE Student Support Services Division, is accountable for ensuring the training is conducted according to the VT SPDG professional learning plan. **2. Description of the role and responsibilities of the lead person(s) accountable for training** The VT SPDG Director, in coordination with the Goal 1 professional learning provider, PLL, and the AOE's core team, reviewed and approved Goal 1 training materials, including presentations, resources, and participant feedback surveys. The SPDG Director observed each trainer once this year, using the *High-Quality Professional Development Checklist* (*HQPD*). Feedback results will be shared at SIT meetings at least quarterly.	3
B(2) Training	**Effective research-based adult learning strategies are used.** Required elements: 1. Identification of adult learning strategies used, including the source of those strategies (e.g., citation). 2. Description of how these adult learning strategies were used. 3. Description of data gathered to assess how well adult learning strategies were used.	**1. Identification of adult learning strategies used, including the source (e.g., citation)** Aguilar and Cohen's *The PD Book: 7 Habits that Transform Professional Development* is a key source of the adult strategies used in both the training and coaching activities and focuses on making professional learning activities transformative rather than transactional. The seven habits include: • Determine Purpose • Engage Emotions • Navigate Power • Anchor in Adult Learning Principles • Design Intentionally • Attend to Details • Facilitate Adaptively **2. Description of how adult learning strategies were used.** PLL engaged these strategies throughout each training session through the agenda, soliciting feedback, delivering content using multiple media modalities, and adjusting both in the moment and during future sessions. Each training activity fostered an environment "in which learners are actively engaged and for which the aim is to	4

		explore and expand behaviors, beliefs, and ways of being; a learning process that results in change of practice" (Aguilar 11).	
		3. Description of data gathered to assess how well adult learning strategies were used.	
		PLL and the External Evaluator developed an evaluation survey that is used for all training sessions . The evaluation survey asks participants to rate their level of agreement on the quality, relevance, usefulness, and overall satisfaction of the training overall. Participants are also asked to rate their level of agreement on the clarity of the objectives, content presentation, the time to process or practice content, the opportunities to interact with other participants, and the time for follow-up and application of new skills. The final rating section asks participants to rate their improved understanding of the objectives.	
		Finally, the evaluation survey asks participants to provide a narrative response about the most beneficial feature(s) of the training as well as suggestions for how the training could be improved.	
		These data were collected at three Goal 1 trainings, analyzed, and reported during SIT team meetings.	
B(3) Training	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).** Required elements: 1. Description of skills that participants were expected to acquire as a result of the training. 2. Description of activities conducted to build skills. 3. Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).	**1. Description of skills that the participants were expected to acquire as a result of the training:** For training activities, participants were sent the agenda prior to each session that included the objectives for that session. **2. Description of activities conducted to build skills:** Examples of training activities include multi-media presentations and facilitated discussions about concepts relating to the outcomes of that session, improvement processes, and the SPDG fidelity of implementation tool. **3. Description of how participants' use of new skills was measured:** Currently, Cohort 1 participants' new skills are measured through evaluation surveys and anecdotally by the PLL staff through discussions during monthly training and coaching activities.	3

| B(4)
Training | Trainers (the people who trained PD participants) are trained, coached, and observed.
Required elements:
1. Description of training provided to trainers.
2. Description of coaching provided to trainers.
3. Description of procedures for observing trainers.
4. Identification of training fidelity instrument used. This instrument should measure the extent to which the training is implemented as intended, including the content that is covered and how the training is delivered.
5. Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).
6. Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials). | **1. Description of training provided to trainers.**

PLL was chosen as the Goal 1 professional learning provider based on their knowledge of VTmtss, the VT Early Learning Standards, systemic improvements in educational settings, and evidence-based instruction and intervention practices. The trainers are not expected to need any additional content training. Any project-level training needed will be addressed during State SPDG Implementation Team (SIT) meetings as well as meetings with the SPDG Director and/or the External Evaluator as needed.

2. Description of coaching provided to trainers:

PLL staff were trained on the evaluation needs of the project, and an online "Coaching Log" was developed by the Evaluator, PLL, and the SPDG Director.

3. Description of procedures for observing trainers:

The SPDG Director observed each trainer once this year, using the *High-Quality Professional Development Checklist* (*HQPD*). Feedback results will be shared at SIT meetings at least quarterly.

4. Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended):

The SPDG Director created a webform that uses the Observation Checklist for High-Quality Professional Development (HQPD Checklist), developed by researchers at the University of Kansas, to observe each trainer at least once per year.

Reference: Noonan, P., Gaumer Erickson, A., Brussow, J., & Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.

5. Description of procedures to obtain participant feedback:

After each formal training session, participants completed an evaluation form, seeking feedback on the degree to which the training objectives were met, the impact on participants' knowledge, the degree to which adult learning strategies were used, and how future training can be improved.

Annually, the Participating Personnel Survey (PPS) was sent via email in March 2024 to all Goal 1 cohort participants, to gain feedback regarding the quality and effectiveness of VT SPDG training. | 3 |

		6. Description of how observation and training fidelity data were used to determine if changes should be made to the content or structure of the trainings, such as schedule, processes; to ensure that trainers are qualified. The VT SPDG State Implementation Team reviewed and analyzed data results at monthly meetings to determine adjustments that need to be made. Data gathered from observations, training fidelity data, training evaluations, and the yearly *PPS* were used by the VT SPDG State Implementation Team at monthly meetings to: • Consider the modification of training content, processes, and structure. • Provide guidance to the development of additional content and skilled focused trainings, as identified. • Identify ongoing professional learning needs of Goal 1 trainers.	
B(5) Training	**Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.** Required elements: 1. Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported. 2. Description of how administrators are trained and coached to support implementers and coaches. 3. Description of supports for creating implementation teams at the building and district or local program levels.	**1. Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:** Administrators received training in using the VTmtss Framework to support LEA and schools. The goals of the training were two-fold: 1. To provide essential information on VTmtss, Act 173, changes in Special Education laws, the DMG report, Education Quality Standards (EQS), and other current issues facing school systems, in order for administrators to make informed decisions. 2. To provide administrators with the tools to use the VTmtss Framework to assess their system of instruction and intervention and develop evidence-based improvement strategies to improve student outcomes. These trainings aimed to eliminate misconceptions about VTmtss and provide time for administrators to evaluate their system of instruction and intervention according to the components of VTmtss. **2. How are administrators trained and coached to support implementers and coaches?** PLL held a two-day Leadership Launch for Administrative Leaders i in October of 2023 for Cohort 1. In addition to the Leadership Launch, the Administrative Leadership team participated in a monthly Community of Practice (CoP) meeting. These CoP meetings	3

		provide training around practices such as building transformative teams, incorporating agendas/norms for decision-making, building relationships, developing work plans, facilitative and directive coaching activities, and other approaches as necessary. All training activities were developed using data from the training, fidelity of implementation data, VTmtss asset mapping, and in collaboration with the administrators. **3. Supports for creating implementation teams at the building and district or local program levels:** PLL provided direct support to Administrative Leaders as well as building-level leaders to establish or delegate implementation teams. The LEA and building-level personnel, as well as the team members, were identified on or after the Leadership Launch.	
B(6) **Training**	**Training outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. 3. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes).	**1. Identification of training outcome measure(s).** Training outcome measures included: - Greater knowledge of tiered instructional practices. - Greater knowledge of interventions. - The VTmtss Framework. - Vermont legislation impacting the use of instructional and intervention practices. **2. Description of procedures to collect pre-and post-training data or another kind of assessment of knowledge and skills gained from training:** After each formal training session, participants completed an evaluation form or an exit ticket, seeking feedback on the degree to which the training objectives were met, the impact on participants' knowledge, the degree to which adult learning strategies were used, and how future training can be improved. In addition, the annual PPS was sent via email in March 2024 to all Goal 1 cohort participants, to gain feedback regarding the quality and effectiveness of VT SPDG training. **3. How were training outcome data used to make appropriate changes to the training and to provide further support through coaching.** Data and responses from the professional learning log entries, the PPS, and relevant implementation and fidelity tools were examined to consider any needed changes to	4

		training for the future. These data were shared with members of the VT SPDG Core Team, State Implementation Team, OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.	

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.** Required elements: 1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title. 2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services**.**	**1. Lead person(s) accountable for coaching services. Please include name and position/title:** The VT SPDG Director, Meg Porcella is the Director of the VT AOE Student Support Services Division. She is accountable for ensuring the Goal 1 coaching is being conducted according to the VT SPDG professional learning plan. **2. Lead person(s) role and responsibilities for promoting high-quality and timely coaching services:** The VT SPDG Director, in coordination with PLL, and the AOE's core team, reviewed and approved all training materials. The SPDG Director (Goal 1) will observe each coach, at least once a year year using the Coaching Observation Checklist (COC) (discussed in more detail in C(2)). These observations did not occur during this reporting period. Feedback results will be reviewed regularly by the State SIT and discussed at least quarterly to inform any needed modifications to the coaching provided.	3
C(2) Coaching	**Coaches use effective coaching practices to increase innovation fidelity.** Required elements: 1. Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured. • *Note: This description may take the form of a coaching service delivery plan.*	**1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:** Aguilar and Cohen's *The PD Book: 7 Habits that Transform Professional Development* will be a key source of the adult learning strategies framework that was used to inform VT SPDG coaching activities. The book focuses on making PD activities transformative rather than transactional. The seven habits include: • Determine Purpose • Engage Emotions	4

| | 2. Description of how coaching process is captured and connected to impact on fidelity of the innovation.
• *Note: These data may be collected in a coaching log.* | • Navigate Power
• Anchor in Adult Learning Principles
• Design Intentionally
• Attend to Details
• Facilitate Adaptively

The frequency and content for coaching activities included the following:
• Provided monthly on-site or virtual coaching activities to school-based instructional leaders beginning in September 2023 for the current cohort. Instructional leaders' training and coaching content included the following topics:
   o Implementing evidence-based instructional strategies.
   o Implementing intervention and supports that are evidence based.
   o Using local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.
   o Establishing and facilitating school-based CoP for educators.
• For each participating cohort member, provided monthly on-site or virtual coaching activities to school-based educators starting in September 2023 for the current Cohort. School-based educators' coaching content should include, at minimum, the following topics:
   o Implementing evidence-based instructional strategies
   o Implementing intervention and supports that use local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.
   o Participating in school-based CoPs.

2. **How is your coaching process captured and connected to impact on fidelity of the innovation?**

The VT SPDG Director will use the Coaching Observation Checklist to observe each coach at least once per year. In addition, coaches will enter information about each coaching activity in the VT SPDG professional learning Log. This information will include the amount of time spent coaching, location of coaching, to whom coaching was provided, topics/skills covered, etc. The corresponding VT SPDG training dashboard (in development) will provide an aggregation of the frequency and duration data related to personnel coached, topics/skills covered, etc. This frequency and duration data will be compared against implementation fidelity data to provide an analysis of the effectiveness of the coaching activities. | |

		Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). Coaching Observation Checklist. Lawrence, KS: University of Kansas, Center for Research on Learning.	
C(3) **Coaching**	**Coaching outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: 1. Description of how coaching is monitored for fidelity to content and quality. 2. Description of how coaching fidelity data are used to identify potential training and coaching for coaches. 3. Description of procedures to assess the knowledge and skills gained by those who are coached. 4. Description of how coaching outcome data are analyzed by the SPDG team. 5. Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	**1. How is coaching monitored for fidelity to content and quality?** The SPDG Director will observe each coach at least once per year using the Coaching Observation Checklist, although no observations occurred during this reporting period. Observation data will be reviewed by the SPDG State Implementation Team meetings as data becomes available, to monitor coaching quality and fidelity. **2. How is coaching fidelity data used to identify potential training and coaching for coaches?** Coaching fidelity data, as well as anecdotal data, will be discussed and analyzed as data become available at the State SPDG Implementation Team meetings. That team addresses the need for additional training and/or coaching for the Goal 1 coaches. **3. Procedures to assess the knowledge and skills gained by those who are coached:** Fidelity of implementation data, student outcome data, training evaluation data, and participant perception data from the annual PPS were used to provide data to determine how knowledgeable and skilled participants are to establish and implement evidence-based instructional and intervention practices. **4. How are coaching outcome data analyzed by the SPDG team?** Data and responses from the professional learning log entries, participant surveys, and relevant implementation and fidelity data were examined during the VT SPDG monthly State Implementation Team meetings. These meetings, at a minimum, included the PLL staff, the SPDG Director, and the external evaluator. These data were used to address needs across the project and implement changes where necessary. **5. How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?** Data used from coaching observations, professional learning log entries, the annual PPS, fidelity of implementation tools, and student assessments were used to help coaches and coaching recipients identify next steps in their implementation plans. Outcome data were reviewed by the coaches and school teams to celebrate areas of success and to identify implementation barriers.	3

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
D(1) Data Systems that Support Decision Making	**Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.** Required elements: **1.** Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. **2.** Description of the data expertise, role and responsibilities of the identified lead person(s).	1. <u>**Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:**</u> Dr. Brent Garrett, of Garrett Consulting, LLC, is the VT SPDG external evaluator and serves as the lead entity for evaluation, fidelity measurement, and statewide and federal reporting. Dr. Garrett and his team work closely with the VT SPDG Director to collect data and report on the results. 2. <u>**Data expertise, role and responsibilities of the identified lead person(s):**</u> Dr. Garrett has evaluated numerous SPDGs over a 23-year period and has extensive knowledge of VT's context. The specific responsibilities of the external evaluator include the following: - Support the VT SPDG Director in the use and analyses of the implementation fidelity tools. - Meet regularly with the VT SPDG Director to review output, fidelity, and outcome data, as well as progress toward project goals. - Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the VT SPDG professional learning Log. - Report on progress toward performance measure targets and project outcomes. - Communicate with the VT SPDG Director and other VT SPDG service providers on the professional learning Log and other data collection activities, data indicating barriers to coaching and implementation, and any other issues. - Implement pre/post-training evaluation surveys, focus groups, and interviews, the annual participant survey, and other data collection activities as needed. - Analyze data and communicate results during monthly VT SPDG State Implementation Team as well as the quarterly SPDG Project meetings.	4

| D(2) Data Systems that Support Decision-Making | Coherent data systems are in place at all education levels (SEA, regional, LEA, school).

Required elements:
1. Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:
2. Description of how targets/benchmarks are set for the various types of data.
3. Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.
4. Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data. | 1. **Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:**

The following data sources were used to gather data necessary to correlate the VT SPDG training and coaching output data to fidelity of implementation and student outcome data. The VT SPDG coaches were responsible for assisting the external evaluator in the collection and submission of data to the VT SPDG external evaluator for analysis and reporting. Ongoing reports were provided to be used for decision-making at VT SPDG State Implementation Team monthly meetings and shared at the quarterly expanded SIT team meetings.

Data Sources:

Fidelity of Implementation Tools

VT SPDG Systems of Fidelity of Implementation Tool (FIT) - The FIT is based on two characteristics and indicators from the VTmtss Field Guide, the Systemic and Comprehensive Approach (SCA) and High-Quality Instruction & Intervention (HQII) sections of the VTmtss Driver Diagram. The FIT is used to track the implementation of Goal 1 activities.

PLL staff facilitated the completion of the baseline VT SPDG Systems FIT in fall 2023, which serves as the Goal 1 fidelity of implementation Program Measure. Subsequent FITs will be completed before the end of each school year in which the school participates. The results were shared with the SPDG external evaluation and were reviewed by PLL and the SIT. The external evaluator provides a summary report after each administration. School Leadership Teams developed action plans based on the findings of the baseline FIT.

Best Practices Observation Tool for Instruction

This tool, still in development is based on the PLL Best Practices for Reading, Writing, and Foundational Skills. It is used to assess the fidelity of classroom instruction.

Teaching Pyramid Model Observation Tool (TPOT)

The purpose of the TPOT is to assess the impact of Vermont SPDG professional learning on the degree of practice-based fidelity of implementation in preschool settings. The TPOT is a validated fidelity tool used nationally to assess the successful implementation of the Pyramid Model. A score of 80% and no red flags indicate fidelity of implementation. The TPOT provides a Tier 1 score, an Advanced Tier score, | 3 |

and a composite score. To achieve fidelity, sites need to reach a 70% threshold. The TPOT is conducted by a trained observer. A baseline TPOT is conducted within two months of implementation, with a second administration in May/June of each year.

Observation Checklist for High Quality Professional Development (HQPD)

The purpose of the HQPD isto evaluate the fidelity and quality of training provided by Vermont SPDG staff. All trainers were observed by the Vermont SPDG Project Director once this year, using the HQPD. The HQPD Checklist is a 21-item observation checklist, composed of five domains. The target is for 90% of the 21 items to be implemented with fidelity. Prior to the observations, the Vermont SPDG Project Director met with the SPDG trainer to review the content of the training in advance, as well as to review the HQPD instrument for familiarity. In cases when the trainer does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Coaching Observation Checklist (COC)

The purpose of the COC is to evaluate the quality of coaching provided by Vermont SPDG coaches. All coaches will be observed by the Vermont SPDG Project Director at least once per year, using the COC. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. Prior to the observations, the Vermont SPDG Project Director will meet with the Vermont SPDG coaches to review the content of the coaching in advance, as well as to review the COC for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. Completed COCs are sent to the external evaluators.

Participating Personnel Survey (PPS)

The purpose of the PPS is to gather the perceptions of professional learning participants, related to their satisfaction with and the impact of professional learning on their knowledge and capacity to implement, support, and sustain Vermont SPDG practices.

PLL staff provided the external evaluator with a list of professional learning participants, including their email addresses and roles. The external evaluator emailed the PPS link to professional learning participants, using a PLL staff member as the

"sender." Participants who did not complete the survey received a reminder message one week after the initial survey is sent. The survey was sent in March 2024, then in late May/early June each year.

Student Outcome Measures

Literacy and Mathematics Universal Screening Data – We are still working to develop the data collection process for this measure. The Goal 1 coaches are expected to work with administrative teams at participating schools to gather universal screening data at the beginning, middle, and end of the school year to assess the degree to which VT SPDG professional learning is impacting student outcomes.

2. **How are targets/benchmarks set for the various types of data?**

The VT SPDG established 75% as an initial benchmark for all fidelity of implementation instruments. As data were collected during the first year, the VT SPDG SIT has examined the data in comparison to the initial target. This summer, the targets will be examined in light of the actual data. As necessary, targets will be recalibrated.

3. How is data collection guidance provided to professional development sites and participants?

Data collection procedures and timelines were initially introduced to participating LEAs and schools in the application process. A Data Collection Guide was developed to provide guidance to participating districts and schools on the VT SPDG data collection and submission process. Each data source is listed, with a description of the purpose of the data, how the data are to be submitted, and a timeline for data collection. Additional guidance was provided as follows:

- All site-based teams participated in training regarding the Data Collection
- Guide and Data Summary sheets.
  Ongoing coaching to support data collection and submission occurs in monthly Leadership Team meetings.
- SPDG trainers and coaches provided data webinars and other resources with participating sites.

4. **How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?**

Goal 1 coaches supported LEA and school teams in the use of each fidelity and outcome data sources described previously, as well as the data sources assessing the

		impact of training and coaching described in EBPD Components B and C earlier in this worksheet, and in the methods described below:	
		- Goal 1 coaches reviewed current LEA/school data collection, analysis procedures, and practices, and provided feedback to LEA and School Leadership Teams on the efficacy of their practices and suggestions for improvement if needed. - Goal 1 coaches provided additional site-based professional learning in identifying relevant data to collect, how to obtain the data, and how to utilize the data for continuous improvement. - Goal 1 coaches modeled and led LEA and School Leadership Teams through the processes of data collection, data review, and using data for continuous improvement. - Additionally, Goal 1 coaches provided short webinars (as a refresher) on collection procedures, timelines, and how to use data for continuous improvement when requesting quarterly/annual data from LEA and School Leadership Teams.	
D(3) Data Systems that Support Decision-Making	**Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).** Required elements: 1. Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). 2. Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies). 3. Description of how fidelity and child outcome data inform modifications to project plans and processes.	1. <u>**How are data compiled and communicated in usable format(s) with various audiences/stakeholders?**</u> Data from the evaluation surveys, fidelity tools, and student assessments were analyzed by the external evaluator, who produced evaluation summaries of each set of evaluation results. Qualitative data gathered through the training evaluation forms were categorized by themes to facilitate the processing of these data. As they became available, data were shared with trainers, coaches, as well as external stakeholders (including, but not exclusive to the VT SPDG State Leadership Team, the VT AOE, and the OSEP Project Officer). Annual reports and data visualization tools such as one-page fact sheets and infographics will be posted on the VT SPDG web page and shared with LEA and school participants, as well as VT SPDG stakeholders. 2. <u>**How do feedback loops function to inform improvement across multiple levels?**</u> The data discussed throught this worksheet were shared with members of the VT SPDG SIT and the VT AOE during monthly meetings, our OSEP Project Officer, and other stakeholders at regular intervals throughout the year to celebrate areas where	3

| | | participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.

3. **How do fidelity and child outcome data inform modifications to project plans and processes?**

Data were also used to consider any needed changes to trainings or coaching for the next school year. These data were shared with members of the VT SPDG SIT, the VT AOE, our OSEP Project Officer, and other stakeholders.

Fidelity and student outcome data were used to inform project plans and processes by:

- Modifying or adding to evidence-based trainings.
- Revising action and coaching plan processes.
- Identifying training for Goal 1 professional learning providers to attend to improve coaching, training skills, and knowledge.
- Identifying additional training for site-based teams.
- Ensuring broad representation of schools and districts participating in VT SPDG activities. | |

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
E(1) Systemic Leadership Supports	**Accountability for the technical and adaptive leadership of the project at the state level.** Required elements: 1. Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. 2. Engages in regular communication with the leads for training, coaching and data systems, 3. Promotes the effective use of evidence based professional development components, 4. Problem solves challenges to innovation implementation, 5. Recognizes effort and successes, and 6. Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	**1. Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:** Meg Porcella, the VT SPDG Director, is accountable for ensuring technical and adaptive leadership supports are provided by PLL staff, through the participating Administrative Leadership teams' and teachers' training and coaching activities. **2. How does this person ensure there is regular communication with the leads for training, coaching, and data systems?** In addition to facilitating monthly meetings with PLL staff and members of the SIT, the SPDG Director used online communication tools such as Microsoft Teams, Google Drive, and email for written communication, ad hoc meetings, and being responsive to the needs of the PLL staff and external evaluator. Other methods of communication included: • Monthly SIT meetings, as well as additional check-ins with Part B partners as needed. • Quarterly evaluation meetings with the VT SPDG Director, the external evaluator, and PLL. • Annual performance evaluations were used to examine individual training, coaching, and data. **3. How does this person promote the effective use of evidence based professional development components?** The objectives and management structure of the VT SPDG project plan are directly aligned with the EBPD components. The Selection, Training, Coaching, Data Systems that Support Decision Making and Systemic Leadership Supports components provide the outline that the SPDG Director and external evaluator used when developing and communicating both VT's SPDG project components and discreet tasks.	3

		4. **How does this person problem solve challenges to innovation implementation?**	
		The SPDG Director, along with the external evaluator and ACT, will use data for decision-making in all aspects of SPDG activities. The SPDG Director was available on an as-needed basis to work with PLL staff and participating personnel remotely (via virtual platforms, email, text, etc.) or in-person to problem-solve challenges to the implementation efforts that cannot wait for the monthly SIT or quarterly expanded SIT meetings.	
		5. **How does this person recognize effort and successes?**	
		The SPDG Director used visually appealing data provided by the external evaluator to recognize effort and successes through quarterly newsletters, AOE social media platforms, highlights on the AOE's SPDG webpages, and during monthly SIT and quarterly extended SIT meetings.	
		6. **How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components?**	
		The SPDG Director is part of the AOE's leadership team, as well as the leader of the VT AOE Student Support Services (SSS) Division. Additionally, the Early Education, VTmtss, and Special Education Teams are part of the SSS division. Using the VTmtss Framework to implement high-quality instruction and intervention is part of a Statewide effort to improve educational systems. The ACT will approach refining policies using Plan-Do-Study-Act (PDSA) cycles of improvement.	
E(2) Systemic Leadership Supports	**Leadership systems are in place to build state-level capacity and promote project sustainability.** Required elements: 1. Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. 2. Description of processes for revising policies and procedures to support a	1. **How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?** Data from training evaluation surveys, the PPS, and other data collection tools were used to consider any needed changes to professional learning for the next school year. These data were shared with members of the VT SPDG SIT, the ACT, our OSEP Project Officer, and other stakeholders to celebrate areas where participants and PLL staff were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.	3

| | new way of work (e.g., communication protocol that supports decision making).
3. Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities. | **2. What are the processes for revising policies and procedures to support a new way of work?**

Monthly SIT provided one process for discussing and disseminating changes to our way of work. The SPDG Director met regularly with the external evaluator and PLL staff. The SPDG Director is available on an as-needed basis to work with PLL staff and participating personnel to glean information and data that aren't captured elsewhere.

3. **That collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities?**

The SPDG Director collaborated regularly with the ACT, as well as with Divisions within and outside the VT AOE, as part of their state plans and projects. This included the AOE's SSS, EQS, and Student Pathways Divisions, as well as CIS (Part C Lead Agency). Additional local partners directly involved in SPDG implementation include LEAs, the University of Vermont (UVM), and VT's Parent Training Information Center, the VFN. The VFN will support efforts in activities under both SPDG goals to extend their reach to impact infants and toddlers, preschool-age children, students, parents, and families. They play a large role in the SIT, advising the VT SPDG on practices to best impact the families of students with disabilities, as well as assisting in the identification of other local parent organizations to partner with and disseminate information through. UVM's initial scope is aligned with our Goal 2 activities and involves developing and launching a targeted small-scale evaluation focused on access of eligible children and families to CIS and understanding service delivery capacity and needs. | |

Figure 1: Agreement to Participate Document

Evidence-Based Professional Development Worksheet

Goal 2

Goal 2 – First Year of Implementation

Worksheet
SPDG Evidence-based Professional Development Components
Worksheet Instructions

Use the SPDG Evidence-Based Professional Development Components worksheet to provide descriptions of evidence-based professional development practices implemented during the reporting year to support the attainment of identified competencies.

Complete one worksheet for each initiative and provide a description relevant to each of the 16 professional development components (A1 through E2).

Provide a rating of the degree to which each description contains all necessary information (e.g., contains the elements listed in the "PD components" column) related to professional development practices being implemented: 1=inadequate description or a description of planned activities, 2=barely adequate description, 3=good description, and 4=exemplar description. Please note that if you are describing a plan to implement an activity, it will not be considered as part of the evidence for the component. Only those activities already implemented will be considered in scoring the component description.

The "PD components" column includes several broad criteria for elements that grantees should include in the description to receive the highest possible rating. Refer to the SPDG Evidence-Based Professional Development Components rubric (Rubric A) for sample descriptions corresponding with each of the ratings.

The VT SPDG, award #H323A220009, is in its second year of funding and its first year of implementation.

Goal 2: To improve social and emotional skills for infants and toddlers (birth to age 3) with a OnePlan and support Vermont's Early Childhood Comprehensive System of Personnel Development (CSPD) through the provision of Early MTSS/Pyramid Model training to CIS/EI (Child Integrated Service/Early Intervention) personnel in coordination with, and as Part C Co-Lead Agency with, the Agency of Human Services Child Development Division.

The 2022 VT SPDG is the first to include training and coaching for CIS and Part C EI providers as a competitive priority of the project plan. The Goal 2 professional development is comprised of training and coaching activities designed to implement VT Early MTSS and the Pyramid Model of Practices for personnel serving infants and children, from birth to age 3 in VT's 12 CIS/EI regions. VT's Part C is coordinated across two agencies: the SEA, the Agency of Education (AOE), and the Agency of Human Services (AHS). Within the two agencies, the teams that co-lead the Part C work are the AOE's Early Education team from the Student Support Services (SSS) division and the Child Development Division (CDD) at the Department of Children and Families (DCF) within AHS. CDD organizes Part C Early Intervention (EI) within Children's Integrated Services (CIS). Throughout this worksheet, we refer to this structure as CIS/EI.

The VT SPDG is managed by the VT SPDG Director, with the support of the external evaluator, and key personnel from the VT AOE and CDD. This group is referred to as the Part C Core Team or Part C ACT. Members of this group include the Early Education 619 coordinator, the Early Education Early MTSS coordinator from the AOE, as well as the director of the CIS department and the Part C Early Intervention program manager from the VT Agency of Human Services Child Development Division. The VT SPDG State Implementation Team (SIT) includes members of the ACT as well as the Goal 2 vendor, the Pyramid Model Consortium (PMC), who provides both the training and coaching (systems and practice) for Goal 2 participants. Quarterly, the SIT includes members of participating Administrative Leadership teams.

One CIS/EI region, comprised of two centers, was selected to be the first cohort of Goal 2. The cohort established an Early MTSS CIS-EI Leadership Team in October of 2023. The team participated in leadership team training and began the Part C BOQ. To build the capacity of the CIS/EI region, the team designated two staff to be trained as internal trainers and coaches. The team met once per month as well as the external coach met with the director on a weekly basis beginning in February 2024.

On March 27, the cohort one CIS Coordinator and Early Intervention Director notified us they had another staff person leave their employment and one was out on leave. It left them with only one service provider for an undetermined amount of time in a very large region. Due to this change in events in their region, they need to postpone further work on the VT SPDG Goal 2 initiative. The Coordinator/Director added they see the great value in this work and hope to pick it up again. In the meantime, efforts to recruit Cohort 2 have been ongoing, and we anticipate having signed agreements with the participating Cohort 2 regions by the end of June 2024. As a result, most of the activities addressed in the EBPD worksheet have not occurred yet. For this report, we will continue to use future tense throughout the EBPD for activities that have not occurred to date.

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project Description (*please prov and ide after each bullet*)	Project's self-rating

A(1) Selection	**Clear expectations are provided for PD participants and for schools, districts, or other entities.**
	Required elements:
	1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre- and post-training activities).
	2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).
	3. Description of how schools, districts, or other entities were informed of their responsibilities. Provide a brief description of the form(s) used for these agreements.
		The VT SPDG Director developed selection criteria beginning in October 2022 in coordination with the Part C ACT: CIS Director and EI Manager from AHS along with members of the AOE's Early Education team.
		
		1. Expectations for PD participants
		
		CIS and EI providers or personnel are deployed across 12 geographic regions in Vermont. Personnel across all 12 regions received these expectations for participation in the Part C cohort:
		
		• Monthly, virtual participation in a Regional Administrative Leadership team comprised of, at minimum, the CIS/EI regional coordinator/managers along with practice-based coach(es).
		• Provide additional training to at least one EI per region to become a practice-based coach by completing the additional practice-based coach training.
		• Administrative Leaders, practice-based coaches, as well as participating CIS/EI staff to participate in the following professional learning activities for at least two hours/month virtually or on-site.
		• Participants are expected to participate in the following activities:
		    o a one-day in-person launch each August beginning in 2023.
		    o scheduled observations that are part of certain Pyramid Model of Practices training modules.
		
		Additional expectations include using systems/program-wide implementation tools, such as the Part C Benchmarks of Quality (BoQ) and Action Planning Tool. All participants will agree to provide additional data, such as pre-post training evaluation forms, coaching participant satisfaction surveys, annual Participating Personnel Survey (PPS), completed progress monitoring data, and completed fidelity of implementation tools to include:
		
		• **Early Intervention Pyramid Practices Fidelity Instrument (EIPPFI)** - EI implementation of coaching tool for working with family caregivers
		• **The Pyramid Infant-Toddler Observation Scale (TPITOS)** – CIS/EI practitioner implementation of fidelity tool
			3

		2. **What have schools, districts, or other entities agreed to provide?**	
		Participants interested in participating as a Goal 2 Cohort CIS/EI site provided responses to a non-binding Intent to Participate application. To ensure coordination between the regional CIS and EI managers and CIS/EI providers, the application requires evidence of cooperation through a checklist of agreements or assurances including:	
		1. A Regional Administrative Leadership team comprised of, at minimum, the CIS and EI regional coordinator/managers along with a practice-based coach(es).	
		2. At least one EI (early interventionist) per region to become a practice-based coach by completing the additional practice-based coach training for approximately two hours per month that includes using local data to improve instruction and intervention, as well as coaching for clear communications and shared knowledge.	
		3. Monthly time for all Cohort members to participate in the Pyramid Model of Practices modules specific for infants and toddlers along with Pyramid Model Part C modules.	
		4. Data from SPDG systemic/program-wide implementation and fidelity of practice tools, and aggregated infant toddler outcomes by implementing, as appropriate, the following tools:	
		a. **Part C Benchmarks of Quality (BoQ) -** For participating centers within each region to measure the fidelity of systems/program-wide implementation.	
		b. **Early Intervention Pyramid Practices Fidelity Instrument (EIPPFI)** – For EIs to assess the fidelity of implementation of coaching with family caregivers.	
		c. **The Pyramid Infant-Toddler Observation Scale (TPITOS)** – For CIS & EI practitioners to measure the implementation of evidence-based practices with fidelity.	
		d. **Annual SPDG Participating Personnel Survey (PPS_ –** For gathering feedback from participating Part C personnel regarding the quality and impact of the professional learning provided..	

		3. **How were schools, districts, or other entities informed of their responsibilities? Provide a brief description of the form(s) use for these agreements:**	
		The SPDG Director, along with the Part C ACT, disseminated information about the opportunity to participate in VT SPDG Goal 2 activities as a Cohort site through multiple modes of communication beginning in January 2023 including CIS and EI administrator's listservs and presentations at CIS /EI meetings. The Part C ACT held live office hours that were recorded and posted on the VT SPDG website to provide information, as well as answer questions. The VT SPDG website contains relevant information, as well as webinar recordings. The CIS regions interested in participating completed an application that describes the expectations around the participating personnel, anticipated time requirements, and data collection. The application also makes clear the expectations around the regional administrative leaders and opportunities for EI personnel to train to be practice-based coaches.	
		The Agreement to Participate includes the expectations and requirements for the Administrative Leadership Team, CIS/EI providers, as well as those wishing to become practice-based coaches. An image of the document is included in Figure 1 at the end of this document. The participating regional manager completes the Agreement to Participate.	
		The Part C ACT's recruiting campaign continued during monthly CIS/EI regional meetings throughout 2023. We anticipate Cohort 2 will be finalized by June 2024 and will be comprised of centers operating in three CIS regions.	
A(2) Selection	**Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.** Required elements: 1. Expectations for trainers' qualifications and experience and how these qualifications are ascertained. 2. Description of role and responsibilities for trainers (the people who trained PD participants). 3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications are ascertained.	1. **Expectations for trainers' qualifications and experience and how these qualifications are ascertained:** The expectations for the Goal 2 professional learning provider were developed by the AOE's core leadership team along with the Part C ACT and released in a request for proposals on January 3, 2023. The RFP specified that the Goal 2 professional learning provider will be responsible for both the training, as well as coaching for administrative leadership and CIS/EI personnel. The qualifications are as follows: 1. Demonstrated experience providing large-scale professional development. 2. Demonstrated knowledge and experience providing training on early multi-tiered systems of support (Early MTSS) and Pyramid Model Practices for Promoting Social Emotional Competence in Infants and Young Children. 3. Familiarity with the Vermont Early Learning Standards (VELS).	4

4. Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).	4. Demonstrated experience in practice-based coaching (systems and program level).
	5. Demonstrated experience in data collection/analysis/reporting and decision-making.
	6. Familiarity with federal IDEA Part C and Part B laws, and Vermont childcare licensing regulations.
	7. Familiarity with IDEA Part C Early Childhood Outcomes indicators
	8. Strong understanding of research and evidence-based practices regarding data-based decision-making, the science of implementation, scale-up and sustainability of systems, and continuous improvements.
	9. Strong understanding of Vermont's comprehensive early childhood systems.
	10. Demonstrated knowledge of virtual and/or distance technologies to deliver professional development content.
	
	The RFP bids were reviewed and scored by a three-member committee that included the SPDG Director, the Early Education 619 Coordinator, and the CIS Director (Part C ACT). The above skills were ascertained through each bidder's response, and the contract for the SPDG Goal 2 professional learning provider was awarded to the Pyramid Model Consortium (PMC). The initial contract began on May 22, 2023, and will end on June 30, 2025. We will have the ability to extend the contract throughout the SPDG period of performance. A portion of the PMC contract supports staff from 802 Pyramid Plus (https://www.pyramid802plus.live/), a consortium of Vermont experts, who work closely with PMC staff to deliver much of the local coordination and coaching. This will help sustain the Goal 2 work past the end of the grant.
	
	2. Description of role and responsibilities for trainers:
	
	For the Goal 2 professional learning plan, the Part C ACT team established that the majority of professional learning activities would be conducted on-site or virtually, and would be a part of the regional CIS/EI provider's annual professional learning schedule. Given VT's current CIS/EI staffing shortages, we need to minimize disruption by providing the training and coaching locally or virtually as much as possible. The description of trainers' roles and responsibilities includes:
	
	1. Professional Development for all participants:
	   a. Pyramid Model Infant/Toddler module training
	   b. Pyramid Model Practices in Part C
	   c. Pyramid Model Data-Based Decision-Making Training
	   d. Positive Solutions for Families or Parents Interacting w/ Infants Training	

| | | 2. Practice-Based Coaches Training:
   a. EIPPFI training
   b. TPITOS training
   c. Early MTSS System Coaching
3. Professional development for Administrative Leadership:
   a. Early MTSS System Training
   b. Pyramid Model Infant/Toddler module training
   c. Pyramid Model Practices in Part C EIPPFI & TPITOS (to support the sustainability of practice-based coaches)

3. Expectations for coaches'/mentors' qualifications and experience and how these qualifications will be ascertained.

The VT SPDG's Goal 2 professional learning plan is designed so that the Goal 2 vendor supports local coaches. That means that the personnel deployed to provide training sessions to the administrative leadership team, for example, will also be coaching the local CIS/EI staff. The below expectations were developed by the AOE's core leadership team along with the Part C ACT and described in the February 27, 2023 RFP.

● Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and Pyramid Model Practices for Promoting Social Emotional Competence in Infants and Young Children.
● Familiarity with Early Learning standards, preferably the VELS.
● Demonstrated experience in practice-based coaching (systems and program level).
● Demonstrated experience in data collection/analysis/reporting and decision-making.
● Strong understanding of research and evidence-based practices regarding data-based decision-making, the science of implementation, scale-up and sustainability of systems, and continuous improvements.
● Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.

As stated in the previous item PMC, was awarded the Goal 2 contract and work closely with 802 Pyramid Plus, who deliver much of the local coordination and coaching. This will help sustain the Goal 2 work past the end of the grant. | |
| | | | |

		4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).	
		For the Goal 2 professional learning plan, the Part C ACT established that the majority of professional learning activities would be conducted on-site or virtually, and would be a part of the regional CIS/EI provider's professional learning schedule. For regions without an established schedule, the training and coaching will be determined collaboratively with PMC and the participants in each cohort. Below are the roles and responsibilities of the coaches:	

- On-site and virtual coaching provided to participants in each cohort. Coaching activities should, at minimum, include the following:

    1. Coaching for CIS/EI personnel (in-person and virtually) monthly (August-June) in years 1 and 2 for each cohort
    2. Coaching for practice-based coaches (#2 above) in-person and virtually monthly (August-June) in years 1 and 2 for each cohort

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
B(1) **Training**	**Accountability for the delivery and quality of training.** Required elements: 1. Identification of the lead person(s) accountable for training– include name and position/title. 2. Description of the lead person(s)' role and responsibilities related to developing and supporting	**1. Identification of the lead person(s) accountable for training**. The VT SPDG Director, Meg Porcella, the Director of the VT AOE SSS Division, is accountable for ensuring the training is conducted according to the VT SPDG Goal 2 professional learning plan. **2. Description of the role and responsibilities of the lead person(s) accountable for training** The VT SPDG Director, in coordination with PMC, Pyramid 802 Plus staff, and the Part C ACT, will review and approve the training materials including presentations, resources, and participant feedback surveys. The SPDG Director will observe each trainer at least once each year using the *High-Quality Professional Development (HQPD) Checklist*. Feedback results will be shared at SIT meetings, at least quarterly.	3
B(2) **Training**	**Effective research-based adult learning strategies are used.** Required elements: 1. Identification of adult learning strategies used, including the source of those strategies (e.g., citation). 2. Description of how these adult learning strategies were used. 3. Description of data gathered to assess how well adult learning strategies were used.	**1. Identification of adult learning strategies used, including the source (e.g., citation)** Aguilar and Cohen's *The PD Book: 7 Habits that Transform Professional Development* is a key source of the adult strategies used in both the training and coaching activities and focuses on making professional learning activities transformative, rather than transactional. The seven habits include: ● Determine Purpose ● Engage Emotions ● Navigate Power ● Anchor in Adult Learning Principles ● Design Intentionally ● Attend to Details ● Facilitate Adaptively **2. Description of how adult learning strategies were used.** PMC engages these strategies throughout each training session through the agenda, soliciting feedback, delivering content using multiple media modalities, and adjusting both in the moment and during future sessions. Each training activity fosters an environment "in which learners are actively engaged and for which the aim is to	4

		explore and expand behaviors, beliefs, and ways of being; a learning process that results in change of practice" (Aguilar 11).	
		3. Description of how participants' use of skills was measured. PMC staff and the SPDG external evaluator developed an evaluation survey that is used for all training sessions The evaluation survey asks participants to rate their level of agreement on the quality, relevance, usefulness, and overall satisfaction of the training overall. Participants are also asked to rate their level of agreement on the clarity of the objectives, content presentation, the time to process or practice content, the opportunities to interact with other participants, and the time for follow-up and application of new skills. The final rating section asks participants to rate their improved understanding of the objectives. Finally, the evaluation survey asks participants to provide a narrative response about the most beneficial feature(s) of the training, as well as suggestions for how the training could be improved.	

B(3) Training	**Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).**
	Required elements:
	1. Description of skills that participants were expected to acquire as a result of the training.
	2. Description of activities conducted to build skills.
	3. Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).
		1. Description of skills that the participants were expected to acquire as a result of the training:
		
		The initial training for each cohort provides the foundation for the knowledge and skills participants will learn as well as the tools that will be used to measure implementation of those best practices. The Administrative Leadership Team will complete a baseline BoQ to identify areas in need and to develop systems-level goals. In addition, all participants will learn and implement Pyramid Model practices, using the Pyramid Model's Infant and Toddler online learning modules:
		
		   1. Pyramid Model Infant/Toddler
		   2. Pyramid Model Practices in Part C
		   3. Pyramid Model Data-Based Decision-Making
		   4. Positive Solutions for Families or Parents Interacting w/ Infants
		2. Description of activities conducted to build skills:
		
		Activities will be built to access practitioners' prior knowledge and experiences, while building new skills and changing current habits. Activities implemented to
			3

support the development of new skills will vary by the training topic, but skills will be built during the training include:

- Sharing research and data on effectiveness of interventions.
- Providing teams time to plan next steps, based on initiative-specific implementation rubric.
- Using data to analyze the effectiveness of implementation and to adjust strategies and/or systems supporting the implementation.
- Identifying needs and applying appropriate intervention strategies to improve student outcomes.

3. Description of how participants' use of new skills was measured:

Staff from PMC and/or 802 Pyramid Plus will administer post-training evaluation surveys to measure the degree to which the training impacted participants' skills in the training topics addressed.

The PPS will be used each year to gather participants' perceptions of the quality and impact of training on participants' knowledge and skills to implement Pyramid Model practices.

Two primary fidelity of implementation tools, the Part C BoQ and the EIPPFI will also provide evidence on the impact of the Goal 2 professional learning on the implementation of systems-level activities and practice-based coaching

| B(4) Training | **Trainers (the people who trained PD participants) are trained, coached, and observed.**
Required elements:
1. Description of training provided to trainers.
2. Description of coaching provided to trainers.
3. Description of procedures for observing trainers.
4. Identification of training fidelity instrument used. This instrument should measure the extent to which the training | **1. Description of training provided to trainers.**
PMC was chosen as the Goal 2 professional learning provider based on their knowledge of the Pyramid Model practices, the VELS, and systemic improvements in Part C settings. The trainers are not expected to need any additional content training, and any project-level training regarding expectations are addressed during the VT SPDG SIT meetings. Staff from 802 Pyramid Plus receive support from PMC staff, as needed.

2. Description of coaching provided to trainers:
PMC and from 802 Pyramid Plus staff were trained on the evaluation needs of the project. PMC's Pyramid Implementation Data System (PIDS) is used to track any training or coaching activity. | 3 |

	is implemented as intended, including the content that is covered and how the training is delivered.	**3. Description of procedures for observing trainers:**	
	5. Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).	The SPDG Director or her designee will observe each trainer at least once each year, using the High-Quality Professional Development (HQPD). The SPDG Director will meet with the trainer being observed prior to the training to review the HQPD Checklist and training content. After the observation, the Project Director and trainer will review the results, and if necessary, determine what could be done to improve the training.	
	6. Description of how observation, training fidelity data, and training evaluation data (reaction, self-efficacy, demonstration of skill/knowledge development) were used (e.g., to ensure that trainers are qualified; to identify further training and coaching needed for trainers; to inform revisions to training content/materials).	**4. Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended):**	
		The SPDG Director will use the HQPD checklist to observe each trainer at least once per year to ensure the fidelity and quality of training provided.	
		Reference: Observation Checklist for High-Quality Professional Development (HQPD) (Noonan, P., Gaumer Erickson, A., Brussow, J., & Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.	
		5. Description of procedures to obtain participant feedback:	
		After each training, participants complete an evaluation form, seeking feedback on the degree to which the training objectives were met, the impact on participants' knowledge, the degree to which adult learning strategies were used, and how future training can be improved.	
		Annually, the PPS will be sent via email in February each year to all cohort participants, to gain feedback regarding the quality and effectiveness of VT SPDG training. Due to the pause in the Cohort 1 participation, we did not send a PPS for the 2023-24 project year.	
		6. Description of how observation and training fidelity data were used to determine if changes should be made to the content or structure of the trainings, such as schedule, and processes to ensure that trainers are qualified.	
		The VT SPDG SIT will review and discuss any available data at monthly meetings to determine adjustments that may need to be made.	

| B(5) Training | Administrators are trained and coached on the SPDG-supported practices and have knowledge of how to support its implementation, including how to develop and support implementation teams and how to support coaches.

Required elements:
1. Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.
2. Description of how administrators are trained and coached to support implementers and coaches.
3. Description of supports for creating implementation teams at the building and district or local program levels. | **1. <u>Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</u>**

Regional CIS/ EI personnel in leadership positions will form a Regional Administrative Leadership team. Due to the structure of VT's CIS and EI model, individuals may occupy more than one role. For example, the EI manager may also be chosen to become the regional Pyramid Model practice-based coach.

Data gathered from the Part C BoQ, observations, training fidelity data, training evaluations, and yearly PPS will be used to:

● Provide specific areas of focus for coaching plans, as it relates to identified areas of need.
● Identify ongoing professional learning needs of Goal 2 trainers.
● Modify training content, processes, and structure.
● Provide guidance to the VT SPDG SIT in the development of additional content and skilled focused trainings.

2. How are administrators trained and coached to support implementers and coaches?

During the October 2023 Leadership Launch for the one participating site, administrative leaders completed the BoQ and identified systems-level strengths and areas of need. The Leadership Launch will be held in the fall for each new cohort. Additional content for administrative leaders includes:

● Aligning initiatives to vision and other CIS/EI priorities.
● Securing support and resources for implementation.
● CIS/EI leadership participants make improvements to their training and coaching processes.
● Evaluating fidelity of implementation.
● Using data for continuous improvement.
● Utilizing practice-based coaching.

3. Supports for creating implementation teams at the building and district or local program levels:

PMC and 802 Pyramid Plus staff provided direct support to the Administrative leaders to establish implementation teams. For each regional participant in the cohort, CIS/EI providers, along with those who are identified to become practice-based coaches, | 3 |

		were identified on or after the Leadership Launch.	
B(6) Training	**Training outcome data are collected and analyzed to assess participant knowledge and skills.** Required elements: 1. Identification of training outcome measure(s). 2. Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training. 3. Description of how training outcome data were used to make appropriate changes to the training and to provide further supports through coaching (e.g., to determine if changes should be made to the content or structure of trainings, such as schedule or processes)**.**	**1.** <u>**Identification of training outcome measure(s).**</u> Training outcomes vary by content area addressed, but the training outcomes listed below address outcomes across all content areas: ● Greater knowledge of tiered instructional practices. ● Greater knowledge of interventions. ● The VTmtss Framework. ● Vermont legislation impacting the use of instructional and intervention practices. **2.** <u>**Description of procedures to collect pre-and post-training data or another kind of assessment of knowledge and skills gained from training:**</u> After each training, participants will complete an evaluation form, seeking feedback on the degree to which the training objectives were met, the impact on participants' knowledge, the degree to which adult learning strategies were used, and how future training can be improved. In addition, the annual PPS will be sent via email in February each year to all cohort participants, to gain feedback regarding the quality and effectiveness of VT SPDG training. Due to the need for the Cohort 1 participants to pause their participation, the 2023 PPS was not sent for goal 2. **3. <u>How were training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</u>** Data and responses from the pre/post training evaluation surveys and fidelity tools will be examined to consider any needed changes to trainings for the following year. The annual PPS data will also be used to gather participants' perceptions on the impact of the training. These data will be shared with members of the Part C ACT, State Implementation Team, OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings. These data will also be used formatively to address needs across the project and implement changes where necessary.	3

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
C(1) Coaching	**Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.** Required elements: 1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title. 2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services**.**	**1. Lead person(s) accountable for coaching services. Please include name and position/title:** The VT SPDG Director, Meg Porcella, the SSS Division Director, is accountable for ensuring the coaching is being conducted according to the VT SPDG professional learning plan and is meeting the timelines and expectations of the project plan. **2. Lead person(s) role and responsibilities for promoting high quality and timely coaching services:** The VT SPDG Director, in coordination with PMC and 802 Pyramid Plus staff, and the Part C ACT, will promote high-quality and timely coaching services. The SPDG Director will observe each coach at least one time per calendar year using the Coaching Observation Checklist (COC) (discussed in more detail in C(2). Feedback results will be reviewed regularly by the State SIT and discussed at least quarterly to inform any needed modifications to the coaching provided.	3
C(2) Coaching	**Coaches use effective coaching practices to increase innovation fidelity.** Required elements: 1. Description of coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured. ● *Note: This description may take the form of a coaching service delivery plan.* 2. Description of how coaching process is captured and connected to impact on fidelity of the innovation. ● *Note: These data may be collected in a coaching log.*	**1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:** The coaching process is based on practices developed by the National Pyramid Model Consortium and is widely used across the country. The external systems and practice-based coaches will have expertise on the use of the use of systems and practice-based coaching principles and practices. Part of their work will be to increase the capacity of inter-regional CIS/EI and local preschool program leaders to become knowledgeable and recognized by the state as Early MTSS systems and practice-based coaches. Coaching materials and resources have been developed during this reporting period. 802 Pyramid Plus staff will provide monthly coaching to participating Cohort sites, supporting their creation and implementation of continuous improvement/action plans.	3

			2. How is your coaching process captured and connected to impact on fidelity of the innovation?	
			The SPDG Director will use the COC, a nationally recognized fidelity tool, to observe each coach at least once per year to ensure the fidelity and quality of coaching. In addition, coaches will enter information about each coaching activity in PIDS. This information will include the amount of time spent coaching, location of coaching, to whom coaching was provided, topics/skills covered, etc. This frequency and duration data will be compared against implementation fidelity data to provide an analysis of the effectiveness of the coaching activities.	
			Reference: (Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., & Jenson, R. (2013). Coaching Observation Checklist. Lawrence, KS: University of Kansas, Center for Research on Learning)	
C(3) Coaching	Coaching outcome data are collected and analyzed to assess participant knowledge and skills. Required elements: 1. Description of how coaching is monitored for fidelity to content and quality. 2. Description of how coaching fidelity data are used to identify potential training and coaching for coaches. 3. Description of procedures to assess the knowledge and skills gained by those who are coached. 4. Description of how coaching outcome data are analyzed by the SPDG team. 5. Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.	1. How is coaching monitored for fidelity to content and quality? The SPDG Director will observe each coach at least once per year using the COC. When available, data from the COC will be reviewed by the SPDG SIT to monitor coaching quality and fidelity. 2. How is coaching fidelity data used to identify potential training and coaching for coaches? Coaching fidelity data, as well as qualitative data collected through the training evaluation forms and/or the PPS, will be discussed and analyzed during the monthly SIT meetings. That team will address the need for additional coaching or training for the Goal 2 coaches. 3. Procedures to assess the knowledge and skills gained by those who are coached: Fidelity of implementation data, student outcome data, training evaluation data, and participant perception data from the annual PPS will be used to provide data to determine how knowledgeable and skilled participants are to establish and implement Early MTSS/the Pyramid Model of Practices. 4. How are coaching outcome data analyzed by the SPDG team? Data and responses from the coaching observations, professional learning log entries, participant surveys, and relevant implementation and fidelity tools will be examined during the monthly SIT meetings. These meetings will include PMC and 802 Pyramid	3

		Plus staff, the VT SPDG Director, and the external evaluator, at a minimum. These data will be used formatively to address needs across the project and implement changes where necessary.	
		5. **How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?**	
		Participants, trainers, and coaches will meet at least quarterly as an extended SIT to review applicable data such as training survey results, implementation and fidelity results, and professional learning log results. Outcome data will be reviewed by the coaches and school teams to celebrate areas of success and to identify implementation barriers.	

PD domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Projects self-rating
D(1) Data Systems that Support Decision Making	**Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.** Required elements: **1.** Identification of the lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title. **2.** Description of the data expertise, role and responsibilities of the identified lead person(s).	1. <u>**Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:**</u> Dr. Brent Garrett, of Garrett Consulting, LLC, is the VT SPDG external evaluator and serves as the lead entity for evaluation, fidelity measurement, and statewide and federal reporting. Dr. Garrett and his team work closely with the VT SPDG Director to collect data and report on the results. 2. <u>**Data expertise, role and responsibilities of the identified lead person(s):**</u> Dr. Garrett has evaluated numerous SPDGs over a 24-year period and has extensive knowledge of VT's context. The specific responsibilities of the external evaluator include the following: ● Support the VT SPDG Director in the use and analyses of the implementation fidelity tools. ● Meet regularly with the VT SPDG Director to review output, fidelity, and outcome data, as well as progress toward project goals. ● Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the PMC PIDS. ● Report on progress toward performance measure targets and project outcomes. ● Communicate with the VT SPDG Director and other VT SPDG service providers via PIDS and other data collection activities, data indicating barriers to coaching and implementation, and any other issues. ● Implement pre/post-training evaluation surveys, focus groups, and interviews, the annual participant survey, and other data collection activities as needed. ● Analyze data and communicate results during monthly VT SPDG State Implementation Team as well as the quarterly SPDG Project meetings.	4

| D(2) Data Systems that Support Decision Making | Coherent data systems are in place at all education levels (SEA, regional, LEA, school).

Required elements:
1. Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:
2. Description of how targets/benchmarks are set for the various types of data.
3. Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.
4. Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data. | 1. **Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:**

The following data sources will be used to gather data necessary to connect the VT SPDG training and coaching to fidelity of innovation and student outcomes. Each of the data sources will be collected by the Goal 2 coaches and submitted to the VT SPDG external evaluator for analysis and reporting. Ongoing reports will be provided in multiple formats to be used for decision-making at VT SPDG State Implementation Team monthly meetings.

Data Sources:

Early Intervention Benchmarks of Quality (BoQ)

The Part C BoQ is designed to help early intervention agencies/programs to evaluate their progress toward implementing the Pyramid Model program-wide. The Part C BoQ is completed by Leadership Teams to measure growth in overall program fidelity. A SPDG systems coach facilitates the process, to ensure implementation science is used properly, and to develop a systematic action plan. A baseline BoQ will be conducted at the second meeting for each site. The BoQ is reviewed every six months to monitor progress and adjust the action plan as necessary.

Early Intervention Pyramid Practices Fidelity Instrument (EIPPFI)

The EIPPFI is used to assess the implementation of Pyramid Model practices by early interventionists in the coaching of family caregivers. EIPPFI practices are aligned with the Division for Early Childhood Recommended Practices and the Principles of Early Intervention. EIPPFI organizes practices within six practice categories: 1) Building Partnerships with Families; 2) Social Emotional Development; 3) Family-centered Coaching; 4) Dyadic Relationships; 5) Children with Challenging Behavior; and 6) Social Emotional Assessment. The tool is used to identify coaching goals, provide feedback, and show growth in practice implementation.

The tool is used to measure the fidelity of implementation of Pyramid Model practices by early intervention practitioners during family coaching sessions. An EIPPFI will be conducted with each practitioner coached. Pyramid 802 Plus staff will support the administration of the EIPPFI in participating sites. The person who is being coached will complete the baseline EIPPFIs, typically within a month after training. This process will likely vary by region. Responses from the EIPPFI observation tool are entered into the EIPPFI spreadsheet to support data analyses and action planning. Baseline data will | 3 |

be collected shortly after the initial EIPPFI training, with a follow-up EIPPFI administration will occur in spring each year.

Teaching Pyramid Infant Toddler Observation Scale (TPITOS)

Modeled after the Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms, the TPITOS is used by early childhood center-based programs caring for infants and toddlers to measure the fidelity of implementation of Pyramid Model classroom practices. The TPITOS Focuses on teacher practices and classroom environment variables, measuring how well a program's staff is fostering responsive, nurturing relationships with children and promoting strong social-emotional development in their earliest years.

Observation Checklist for High Quality Professional Development (HQPD)

THE HQPD Checklist is used to evaluate the fidelity and quality of training by the Vermont SPDG.All trainers will be observed by the Vermont SPDG Project Director at least once per year, using the HQPD Checklist. The HQPD Checklist is a 21-item observation checklist, composed of the five domains listed below. The target is for 90% of the 21 items to be implemented with fidelity. Prior to the observations, the Vermont SPDG Project Director will meet with the SPDG trainer to review the content of the training in advance, as well as to review HQPD Checklist for familiarity. In cases when the trainer does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled.

Coaching Observation Checklist (COC)

The COC is used to evaluate the quality of coaching provided by Vermont SPDG coaches. All coaches will be observed by the Vermont SPDG Project Director at least once per year, using the COC. The 18-item observation checklist is composed of three domains addressing the structure, content, and communication related to the coaching activity. The target is for 90% of the 18 items to be implemented with fidelity. Prior to the observations, the Vermont SPDG Project Director will meet with the Vermont SPDG coaches to review the content of the coaching in advance, as well as to review the COC for familiarity. In cases when the coach does not achieve the desired fidelity criteria, an action plan will be developed to address the necessary skills in need of improvement and a follow-up observation will be scheduled. Completed COCs are sent to the evaluators following the observation.

Participating Personnel Survey (PPS)

The PPS, an end-of-the-year, online survey, is designed to gather the perceptions of professional learning participants, related to their satisfaction with and the impact of professional learning on their knowledge and capacity to implement, support, and sustain Vermont SPDG practices. 802 Pyramid Model staff will provide a list of professional learning participants, including their email addresses and roles. The external evaluators will email the PPS link to professional learning participants, using an 802 Pyramid Model staff member as the "sender." Participants who do not complete the survey will receive a reminder message one week after the initial survey is sent. The survey will be sent in late May/early June each year. This year, because of the pause in Cohort One's participation, the PPS was not administered.

Infant/Toddler Outcome Measures

Two Part C SPP/APR indicators will be used to assess the impact on infant/toddler outcomes. Part C Indicator 3aSS1 Data will be used to assess the impact of Vermont SPDG professional learning on the percentage of infants and toddlers in participating regions who demonstrated improved positive social and/or emotional skills by the time they exited CIS/EI services.

Part C Indicator 4c Data will be used to assess the impact of Vermont SPDG professional learning on the percentage of families who felt CIS/EI services have helped them to help their child develop and learn.

Data from the Behavior Incident Report System (BIRS) provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher. These data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issue by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual language learners.

The SPDG Project Director and external evaluator will work with the Part C Coordinator to access the pertinent data. Should be able to get these data from the state as well in participating sites.

2. **How are targets/benchmarks set for the various types of data?**

Targets/benchmarks for Goal 2 performance measures were established during the development of VT's SPDG application and subsequent discussions with the external evaluators. Targets were identified for Program Measures 2-4 (OSEP set the benchmarks for the first Program Measure) and all Project Measures of the APR. Benchmarks will be evaluated each year and modified, if necessary, after a conversation with our OSEP Project Officer.

Benchmarks for the fidelity of implementation were determined by the instrument developers and were shared with participating schools. The target for the HQPD Checklist and for the Coaching Observation Checklist is for 90% of the items to be implemented with fidelity, as designed by the instrument developers.

3. **How is data collection guidance provided to professional development sites and participants?**

Data collection procedures and timelines were initially introduced to participating CIS/EI regional providers in the application process. An Evaluation Manual has been developed to provide guidance to participants on the VT SPDG data collection and submission process. Each data source is listed, with a description of the purpose of the data, how the data are to be submitted, and a timeline for data collection. Additional guidance was provided as follows:

- All site-based teams participated in training regarding the Data Collection Guide and Data Summary sheets.
- Ongoing coaching to support data collection and submission occurs in monthly Leadership Team meetings.
- SPDG trainers and coaches provided data webinars and other resources with participating sites.

An abbreviated, one-page version of the Evaluation Manual provides CIS/EI participants with their required data submission processes. Data collection procedures will also be reviewed regularly as part of Goal 2 training and coaching activities.

4. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?

Participating teams will be trained as part of their training and coaching activities. The trainers and coaches will receive information during monthly SIT team meetings at a minimum.

At each training, data collection procedures, including timelines and processes for submitting data, will be shared. Goal 2 coaches will support CIS/EI regional teams in the use of each fidelity and outcome data sources in the previous section, as well as the data sources assessing the impact of training and coaching described in Components B and C, earlier in this worksheet, and in the methods described below:
- Goal 2 coaches will review current CIS/EI data, analysis procedures, and practices, and provide feedback to regional teams on the efficacy of their practices and suggestions for improvement if needed.
- Goal 2 coaches will provide additional site-based training to identify relevant local data to collect, how to obtain the data, and how to utilize the data for continuous improvement.

D(3) Data Systems that Support Decision Making	**Fidelity and student outcome data are used to inform the continuous improvement of the project in collaboration with stakeholders at multiple levels (SEA, regional, schools, community, other agencies).** Required elements: 1. Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol). 2. Description of how feedback loops function to inform improvement across	**1. How are data compiled and communicated in usable format(s) with various audiences/stakeholders?** Data from the evaluation surveys and fidelity tools are analyzed by the external evaluator, who will produce evaluation summaries of the evaluation results. Qualitative data gathered through the training evaluation forms and the annual PPS will be categorized by themes to facilitate the processing of these data. As they are available, data will be shared with trainers, coaches, as well as external stakeholders (including, but not exclusive to the VT SPDG SIT, the VT AOE, and the OSEP Project Officer. Annual reports and data visualization tools such as one-pagers or infographics will be posted on the VT SPDG web pages as well as shared with participants.	3

	multiple levels (State, regional, local, community, and other agencies). **3.** Description of how fidelity and child outcome data inform modifications to project plans and processes.	**2. How do feedback loops function to inform improvement across multiple levels?** These data are shared with members of the VT SPDG SIT, the VT AOE during monthly meetings, our OSEP Project Officer, and other stakeholders at regular intervals throughout the year to celebrate areas where participants were satisfied with the training provided and to develop improvement strategies for areas with lower ratings. 3. **How do fidelity and child outcome data inform modifications to project plans and processes?** Data are also used to consider any needed changes to trainings for the next year. These data will be shared with members of the Part C ACT, SIT, our OSEP Project Officer, and other stakeholders to celebrate areas where participants were satisfied with the professional learning provided and to develop improvement strategies for areas with lower ratings. Fidelity and student outcome data will be used to inform project plans and processes by: ● Modifying or adding evidence-based trainings. ● Revising action and coaching plan processes. ● Identifying training for Goal 2 trainers/coaches to attend to improve coaching, training skills, and knowledge. ● Identifying additional training for site-based teams.	

Professional development (PD) domains	PD components *(with required elements the description should contain)*	Project Description (*please provide after each bullet*)	Project's self-rating
E(1) Systemic Leadership Supports	**Accountability for the technical and adaptive leadership of the project at the state level.** Required elements: 1. Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title. 2. Engages in regular communication with the leads for training, coaching and data systems, 3. Promotes the effective use of evidence based professional development components, 4. Problem solves challenges to innovation implementation, 5. Recognizes effort and successes, and 6. Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.	1. **Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:** Meg Porcella, the VT SPDG Director and Assistant Director of the AOE SSS Division, is responsible for providing technical and adaptive leadership, in conjunction with VT SPDG SIT. All professional learning related to technical and adaptive leadership for CIS/EI administrators will be provided by PMC and/or 802 Pyramid Plus staff. 2. **How does this person ensure there is regular communication with the leads for training, coaching and data systems?** In addition to facilitating monthly SIT meetings, the SPDG Director uses online communication tools such as Microsoft Teams, Google Drive, and email for written communication, ad hoc meetings, and being responsive to the needs of the PMC and 802 Pyramid Plus staff, the external evaluator, and other stakeholders. Other methods of communication include: ● Monthly SIT meetings as well as additional check-ins with the Part C ACT as needed. ● Quarterly evaluation meetings with the VT SPDG Director, the external evaluator, and PMC. ● Annual performance evaluations are used to examine individual training, coaching, and data. 3. **How does this person promote the effective use of evidence-based professional development components?** The five EBPD components form the structure of the VT SPDG project plan. The Selection, Training, Coaching, Data Systems that Support Decision Making and Systemic Leadership Supports domains provide the outline the SPDG Director and external evaluator use when developing, communicating, and evaluating Goal 2 professional learning activities and outcomes. 4. **How does this person problem solve challenges to innovation implementation?**	3

The SPDG Director, along with the external evaluator and Part C ACT, use data for decision-making. The SPDG Director is also available on an as-needed basis to work with PMC and 802 Pyramid Plus staff and participating personnel remotely (via audiovisual platforms, email, text, etc.) or in person to problem-solve challenges to the implementation efforts that cannot wait for the monthly SIT or quarterly expanded SIT meetings.

5. How does this person recognize effort and successes?

The SPDG Director will use visually appealing data provided by the external evaluator to recognize effort and successes through quarterly newsletters, AOE social media platforms, highlights on the AOE's SPDG webpages, and during monthly SIT and quarterly extended SIT meetings.

6. How does this person lead the work of developing and/or refining state policies or procedures to support the sustainability of evidenced based professional development components?

The SPDG Director is part of the AOE's leadership team as well as the leader of the SSS Division. Additionally, the AOE is the co-lead agency responsible for Part C in VT with the AHS. The implementation of Early MTSS and Pyramid Model Practices are part of a statewide effort to provide training to all CIS/EI practitioners. The Part C ACT will approach refining policies using PDSA cycles of improvement.

| E(2) Systemic Leadership Supports | **Leadership systems are in place to build state-level capacity and promote project sustainability.** Required elements: 1. Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation. 2. Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making). | **1. How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?**

Feedback survey data from training surveys, the PIDs, and the PPS results will be used to consider any needed changes to training for the next year. These data will be shared with members of the SIT, the Part C ACT, our OSEP Project Officer, and other stakeholders to celebrate areas where participants and PMC and 802 Pyramid Plus staff were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.

2. What are the processes for revising policies and procedures to support a new way of work?

The monthly Part C ACT, SIT and quarterly extended SIT meetings will provide one process for discussing and disseminating changes to our way of work. The VT SPDG Director will meet regularly with the external evaluator and staff from PMC and 802 | 3 |

| | 3. Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities. | Pyramid Plus. We have scheduled monthly meetings, and the VT SPDG Director is available on an as-needed basis to work with PMC and 802 Pyramid Plus staff and participating personnel to glean information and data that aren't captured elsewhere.

3. **That collaborative efforts have occurred with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and support improved outcomes for children with disabilities?**

The SPDG Director collaborates regularly with the Part C ACT. Additional local partners directly involved in SPDG implementation include regional CIS/EI providers, the University of Vermont (UVM), and VFN. The VFN will support SPDG efforts to:

● extend their reach to impact infants and toddlers, preschool-age children, students, parents, and families.
● advise the SIT on practices to best impact the families of infants and toddlers with disabilities,
● assist in the identification of other local parent organizations to partner with and disseminate information through.

UVM's initial scope of work is aligned with our Goal 2 professional learning activities and involves developing and launching a targeted small-scale evaluation focused on access of eligible children and families to CIS and understanding service delivery capacity and needs. | |