

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**

## **OSEP FY 2022 Grant Performance Report**

**CFDA # 84.323A**

**PR/Award # H323A220009**

**Budget Period # 1**

**Report Type: Annual Performance**

PR/Award # H323A220009

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**Project Narrative - Completed SF 425**

**Title :** Completed SF 425

**Attachment:**

File :  
1

**Project Narrative - Optional attachment for additional Section A text**

**Title :** Optional attachment for additional Section A text

**Attachment:**

File :

1 [VTSPDG\\_2023\\_APR\\_Section\\_A\\_Report\\_H323A220009.pdf](#)



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

OMB No. 1894-0003  
Exp. 07/31/2024

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**

<b>1a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
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	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			50 / 100		50		999 / 999

<b>2a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
After two years of implementation, 75% of participating Goal 1 schools will develop and implement a system of evidenced-based instructional practices and interventions with fidelity, as measured annually by the VT SPDG HQII-L School Tool.	Program	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			75 / 100				999 / 999

<b>3a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
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	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			75 / 100				999 / 999

<b>4a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
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.	Program	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			75 / 100				999 / 999

## Goal 2 Program Measures

1b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		50 / 100	50		999 / 999	

2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 the Instruction and Intervention section (Section IV) of the Vermont Early MTSS Systems Inventory.	Program		75 / 100			999 / 999	

3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		75 / 100			999 / 999	

4b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		75 / 100			999 / 999	

## Explanation of Progress

The VT 2022 SPDG Proposal has two 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.
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.

**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 below. Of the 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 below.

**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		
Training	6		
Coaching	3		
Performance Assessment	3		
Systemic Leadership Supports	2		
Total/Average	<b>16</b>		

**Progress towards Program Measure 1a and 1b:** No data are available for these performance measures. Data will be presented in the 2024 APR.

**Program Measure 2a: After two years of implementation, 75% of participating Goal 1 schools will develop and implement a system of evidenced-based instructional practices and interventions with fidelity, as measured annually by the VT SPDG HQII-L School Tool.**

Once the contracting process is completed for the Goal 1 professional learning provider (expected to be in May 2023), a meeting will be held with the VT SPDG Project Director, Goal 1 professional learning provider, external evaluator, and school-level administrators to develop the VT SPDG HQII-L School Tool. An LEA-level fidelity tool will also be developed. This is discussed in Objective 1.6 of this report (page \_\_\_), where we discuss the systemic leadership supports. Besides being used to measure the degree to which Goal 1 activities are implemented with fidelity, the VT SPDG HQII Fidelity Tool 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.

The VT SPDG HQII-S Fidelity Tool will be grounded in the science of implementation, which bridges the gap between evidence-based practice (EBP) and high-fidelity implementation of that practice. The indicators will be 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.

The components of the VTmtss Framework will include:

1. Systemic and Comprehensive Approach
2. High-Quality Instruction and Intervention
3. Comprehensive Assessment
4. Expertise
5. Effective Collaboration

While these components are interdependent, we will isolate indicators to support a high-quality instruction and intervention system and added evidence-based practices to our fidelity tool.

***Progress towards Program Measure 2a:*** No data are available for this performance measure. Data will be presented in the 2024 APR.



**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 the on the Instruction and Intervention section (Section IV) of the Early MTSS Systems Inventory.**

The Vermont Early MTSS System Inventory is to be used by Early Education programs to:

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

The Early MTSS System Inventory is grounded in the science of implementation, which bridges the gap between evidence-based practice (EBP) and high-fidelity implementation of that practice. Early MTSS Leadership Teams, may with the support of an Early MTSS System Coach, 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 System Inventory to ensure the implementation of evidence-based practices at the classroom and program-wide level.

The five components of the Early MTSS System Inventory are:

- I. Strong Systemic Support
- II. Effective Partnership and Collaboration
- III. Well-designed Professional Development
- IV. Provision of High Quality and Responsive Learning Environments
- V. Comprehensive and Functional Assessment System

To score the Early MTSS System Inventory, Leadership Teams determine ratings (0, 1, 2, or 3 as defined below) for each indicator within each of the five component areas. Within the Early MTSS Systems Inventory are worksheets for Leadership Teams to enter their rating, with real-time charts available to visually display the results.

0. Not Yet – Activity is not currently part of the program’s implementation plan and/or program is exploring its adoption.
1. Developing – Program is currently accessing resources and developing a plan to implement this activity.
2. Implementing – Program is currently implementing the activity as outlined in the Early MTSS Action Plan; program uses ongoing data in decision making and utilizes it as well as community resources to support implementation of the activity.
3. Sustaining – Practice is fully implemented to fidelity, is a high expectation of the program, and is embedded into policies and procedures. It is focused on effectiveness and makes adjustments with the necessary resources to ensure implementation of the practice to fidelity, and ultimate sustainability.

The Early MTSS System Inventory contains 79 items. Our target is that after two years, 75% of participating CIS/EI centers and preschool programs to have an average score of 75% or higher on the Instruction & Intervention section (Section IV) of Vermont's Early MTSS Systems Inventory. Baseline data will be collected shortly after the CIS/EI centers and preschool programs begin implementation. Follow-up administrations will occur each spring that the CIS/EI centers and preschool programs participate in SPDG activities.

**Progress towards Program Measure 2b:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**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 October 1, 2022, and February 28, 2023, only \$4,583 was spent on all Vermont SPDG Goal 1 professional learning activities.

The procurement process for the Goal 1 professional learning provider is currently in the final stages of completion and is going through the State of Vermont's internal review process prior to being executed. We have a tentative start date of April 17, 2023. The initial contract's period of performance will be through June 30, 2025, with a total cost of \$417,543. Pending satisfactory performance from the vendor, the contract will be renewed annually throughout the duration of the SPDG at a cost of \$264,582 per year for a total cost for Goal 1 PD of \$811,589 through September 30, 2027. We feel comfortable that by the middle of Year 2, we will no longer have a large available balance.

**Progress towards Program Measure 3a:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**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, 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 October 1, 2022, and February 28, 2023, only \$4,583 was spent on all Vermont SPDG Goal 2 professional learning activities.

The procurement process for the Goal 2 professional learning provider is in the final stages of completion. We have a tentative start date of April 17, 2023. The initial contract's period of performance will be through June 30, 2025, with a total cost of \$330,000. Pending satisfactory performance from the vendor, the

contract will be renewed annually throughout the duration of the SPDG at a cost of \$165,000 per year for a total cost for Goal 1 PD of \$725,000 through September 30, 2027. We feel comfortable that by the middle of Year 2, we will no longer have a large available balance.

**Progress towards Program Measure 3b:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**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.**

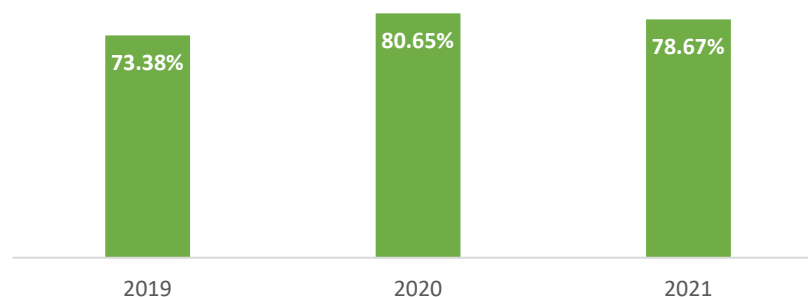
Rather than relying on the more distal state assessment data to evaluate the success of the professional learning provide on students' reading and mathematics performance, we are using data from schools' universal screening instruments. Realizing that districts and schools use different screening instruments, we will develop a template that will allow for data from different instruments to be merged and analyzed. The VT SPDG Director and external evaluator will work with the VT Part B Data Manager to create a system for requesting, obtaining, and analyzing data from participating schools. Data from participating schools will be aggregated so that no student, or school-level, data are reported.

**Progress towards Program Measure 4a:** No data are available for this performance measure. Data will be presented in the 2024 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 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 regions/centers. Data from participating regions/centers will be aggregated so that no child, or regional/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 \_\_\_. The target for this measure changes each year.

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



**Progress towards Program Measure 4b:** No data are available for this performance measure. 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**

OMB No. 1894-0003  
Exp. 07/31/2024

**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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
		9	/		999		

1.1b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
		27	/		999		

1.1c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
		9	/		999		

**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 participation was distributed on February 20, 2023. Applications were to be returned to the AOE by March 31, 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 will commit to an Agreement of Responsibility (AoR), which will outline the LEA, school, and AOE expectations and responsibilities.

## **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.**

As of April 1, 2023, four LEAs were selected to participate in the first cohort of the VT SPDG. The AOR between the VT AOE and each district will be completed by June 1, 2023. Initial training for participating districts is scheduled to begin in August 2023. Shortly after the initial training, the SPDG HQII Fidelity Tool-L (LEA) will be administered to inform the development of each district's action plan. ***Progress towards Project Measure 1.1a:*** Four districts were selected to participate.

**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.**

As of April 1, 2023, four schools were selected to participate in the first cohort of the VT SPDG. The AOR between the VT AOE and each district will address school-level responsibilities and expectations and will be signed by the principal at participating schools. Initial training for participating schools is scheduled to begin in August 2023. Shortly after the initial training, the HQII Fidelity Tool-S (School) will be administered to school-based teams to inform the development of the school-wide action plan.

***Progress towards Project Measure 1.1b:*** Four schools were selected to participate.

**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.**

As of April 1, 2023, four PreK programs were selected to participate in the first cohort of the VT SPDG. The AOR between the VT AOE and each district will address PreK program-level responsibilities and expectations and will be signed by the principal at participating PreK programs. Initial training for participating PreK program personnel is scheduled to begin in August 2023. Shortly after the initial training, VT Early MTSS System Inventory will be administered to inform the development of each PreK program's action plan.

***Progress towards Project Measure 1.1c:*** Four PreK programs were selected to participate.



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

**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**Objective 1.2:** 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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			75 / 100	75		999 / 999	

1.2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			80 / 100	80		999 / 999	

1.2c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			80 / 100	80		999 / 999	

1.2d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
90% of observed Goal 1 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.	Project						
			90 / 100	90		999 / 999	

## **Explanation of Progress:**

**Introduction:** Upon funding, the Goal 1 training scope and sequence will be developed by a Goal 1 professional learning provider with content reviews and vetting conducted by the AOE Core Team (ACT) and members of the State Implementation Team (SIT). The training scope will include materials for Cohort LEAs and schools on effective assessment, instruction, and intervention delivery systems, as well as a parallel training curriculum to increase parents' awareness of effective assessment, instruction, and intervention delivery systems. Training will occur in face-to-face and virtual formats.

Marketing and registration materials will be developed to support Goal 1 training and to ensure LEAs and schools are aware of the training opportunities. A Leadership Institute will be held for LEA and school leaders from Cohort sites during the summer preceding the first school year for each Cohort. The Institute will focus on the leadership attributes and approaches necessary to support Goal 1 implementation. Subsequent trainings will be based on needs identified in each LEAs' action plan.

Goal 1 trainers will be observed by the SPDG Project Director to ensure trainings are delivered with fidelity and of the expected quality. Trainings will also be evaluated, using pre/post-training evaluation surveys. Results will be shared with the ACT and SIT to support a continuous improvement process for the trainings. Participants will also be surveyed at the end of each year to gather their perceptions on the quality, relevance, usefulness, and impact of Goal 1 training.

## **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 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 State Leadership Team, the VT AOE, and OSEP Project Officer). Low scores and themes will be reviewed to inform changes to future trainings.

**Progress towards Project Measure 1.2a:** No data are available for this performance measure. Data will be presented in the 2024 APR.



**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 Participating Personnel Survey (PPS) will be administered in 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 items will be combined into a single composite score for reporting purposes (Project Measure 1.2b). Data from the PPS will also be used to assess Project Measure 1.2c. 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 combined score of 80% or higher.

The PPS results will also be used to consider any needed changes to trainings for the next school year. These data will be 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.

**Progress towards Project Measures 1.2b and 1.2c:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**Project Measure 1.2d 90% of observed Goal 1 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 1.2d:** No data are available for this performance measure. Data will be presented in the 2024 APR.



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**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**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		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 (using a scaled-score).	Project		80 / 100	80		999 / 999	

1.3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

1.3c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
90% of observed VT SPDG Goal 1 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.	Project		90 / 100	90		999 / 999	

**Explanation of Progress:**

**Introduction:** Goal 1 coaching to support LEAs' and schools' use of effective assessment, instruction, and intervention delivery systems will be provided by \_\_\_\_\_. They will develop coaching materials and resources, and provide bi-monthly coaching to educators and administrators in participating LEAs and schools. This will include 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 will work with participating sites to develop the capacity of LEA and/or school coaches to continue supporting implementation after grant funding ends.

Similar to the training objective, Goal 1 coaches will be observed by the VT SPDG Project Director to ensure coaching is delivered with fidelity to evidence-based best practices and the specific action plans developed by LEAs. Additionally, the coaches will employ standards-based coaching strategies that support high-leverage improvement approaches. Participants who have received SPDG coaching will also be surveyed at the end of each year to gather their perceptions on the quality, relevance, usefulness, and impact of Goal 1 coaching.

### **Performance Measures**

**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.**

As described previously, the PPS will be used to gather Goal 1 participants' perceptions regarding the quality, relevance, and usefulness of the VT SPDG coaching (Project Measure 1.3a). Responses from those three questions will be combined into a single item to assess Project Measure 1.3a. A separate set of PPS items will be used to gather Goal 1 participants' perceptions about the impact of VT SPDG coaching on their skills to implement effective assessment, instruction, and intervention delivery practices. (Project Measure 1.3b). For both items, the percent of respondents providing a rating of 3 and 4, divided by the total number of responses will meet or exceed our target. 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 the coaching provided for the next school year. These data will be also shared with members of the VT SPDG SIT, the VT AOE, our OSEP Project Officer, and other stakeholders. Areas where participants were satisfied with the coaching provided will be celebrated and the VT SPDG SIT will strategize to improve areas with lower ratings.

**Progress towards Project Measures 1.3a and 1.3b:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**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.**

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.

**Progress towards Project Measure 1.3c:** No data are available for this performance measure. Data will be presented in the 2024 APR.



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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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

1.4b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

1.4c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 VT SPDG plans and processes.	Project		80 / 100	80		999 / 999	

1.4d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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 VT SPDG plans and processes.	Project		80 / 100	80		999 / 999	

1.4e. Performance Measure	Measure Type	Quantitative 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	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		75/100			999 / 999		

### Explanation of Progress:

**Introduction:** Data sharing requirements and processes will be developed to facilitate collaboration and problem solving between participating sites and VT SPDG personnel. The VT SPDG Project Director, professional learning providers, and an external evaluator will work together to finalize the tools and processes to address training and coaching fidelity of implementation. They will also research and identify tools and processes to assess fidelity of implementation, such as local instruction and assessment inventories. Goal 1 coaches will facilitate the fidelity of implementation process with LEA and school personnel.

Local reading and mathematics universal screening data will be used to inform the third SPDG program measure for Goal 1. The SPDG Project Director, professional learning providers, and external evaluator will work with participating districts and schools to collect the assessment data to assess SPDG outcomes and implementation progress. Training and coaching output data, fidelity of implementation data, and student outcome data will be triangulated to provide guidance to participating LEAs and schools, professional learning providers, and the VT SPDG SIT on further implementation activities.

### 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.**

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 participants' review fidelity of implementation and student outcome data, as well as the degree to which they use these data to inform their implementation of their respective actions plans. For all four 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.

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

**Progress towards Project Measures 1.4a-d:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**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 Teaching Pyramid Observation Tool for Preschool Classrooms (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 that the CIS/EI centers and preschool programs participate in SPDG activities.

**Progress towards Project Measure 1.4e:** No data are available for this performance measure. Data will be presented in the 2024 APR.



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**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		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

1.5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

**Explanation of Progress:**

**Introduction:** At each participating LEA and school, a leadership team will be identified, or created, as necessary. Professional learning providers will provide training and coaching to LEA and school leadership teams to support effective assessment, instruction, and intervention delivery systems. The VTmtss framework tools will be used by the leadership teams to support their continuous improvement process. Each team will develop action and sustainability plans to guide current and future professional learning efforts. The teams will also draft and implement district and school-level protocols, communication materials, and evaluation processes.

**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.**

As described previously, the PPS will be implemented in spring each year, to gather in this case, participating administrators' perceptions of the impact of the VT SPDG professional learning. The set of PPS items addressing Objective 5 activities will assess the degree to which participating district and school administrators report greater knowledge and capacity to support and sustain effective assessment, instruction, and intervention delivery practices. While analyzed separately, a composite score will be created for reporting purposes to include the impact on participants' knowledge (Project Measure 1.5a) and capacity (Project Measure 1.5b) to sustain and support effective assessment, instruction, and intervention delivery practice. For both items, the percent of respondents providing a rating of 3 and 4, divided by the total number of responses will meet our 80% target.

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, our OSEP Project Officer, and other stakeholders to (1) celebrate areas where administrators were satisfied with the professional learning provided and (2) strategize how to improve areas with lower ratings.

**Progress towards Project Measures 1.5a and 1.5b:** No data are available for this performance measure. Data will be presented in the 2024 APR.



## 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		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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	12	/			9	/

**Explanation of Progress:**

**Introduction:** Selection criteria were developed and shared with prospective CIS/EI regional providers, as the part application and recruitment process. This included criteria related to readiness, CIS/EI providers' expectations and responsibilities, and AOE expectations and responsibilities. The Goal 2 application for participation was distributed on February 20, 2023. Applications were to be returned to the AOE by March 31, 2023. 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 centers will commit to an Agreement of Responsibility (AoR), which will outline the CIS/EI centers 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 of April 1, 2023, 3 CIS/EI regions were selected to participate in the first cohort of the VT SPDG. The AOR between the VT AOE and each CIS/EI region will be completed by June 1, 2023. Initial training for participating CIS/EI centers is scheduled to begin in August 2023. Shortly after the initial training, the VT Early MTSS Systems Inventory will be administered at participating sites to inform the development of each CIS/EI center's action plan.

**Progress towards Project Measure 2.1a:** 3 CIS/EI regions were selected to participate.



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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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			75 / 100	75		999 / 999	

2.2b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			80 / 100	80		999 / 999	

2.2c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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						
			80 / 100	80		999 / 999	

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

## **Explanation of Progress:**

**Introduction:** During the first few months of the grant period, we will finalize the scope and sequence for Goal 2 training, and develop and/or identify training materials, and assessment, implementation, and fidelity tools to be used with Cohort sites, and for universal training that will be offered statewide. These materials will 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.

At least two training tracks will be offered. One training series will provide foundational training on “Pyramid Module Training for Infant and Toddlers” and “Positive Solutions for Families.” A second series will address statewide scale up and developing the capacity of inter-regional CIS/EI and local preschool program leaders to become knowledgeable and recognized by the state as Early MTSS trainers and coaches.

## **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 2024 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 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 2024 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 2024 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		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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		80 / 100	80		999 / 999	

2.3b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

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

## **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 2024 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 2024 APR.



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**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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		80 / 100			999/999	

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

2.4c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	

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



2.4e. Performance Measure	Measure Type	Quantitative 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 TPITOS.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		75/100			999 / 999		

### Explanation of Progress:

**Introduction:** Once all contracts are executed, Goal 2 trainers and coaches will be trained on the rationale and expectations for SPDG training and coaching fidelity observations. A coaching activity dashboard will be created to track the type, method, and frequency of Goal 2 coaching. Data sharing requirements and processes will be developed that are clear and supported for all participants. The process for Cohort site data collection and analysis will also be created early in the grant period. This will include child-level progress monitoring data (pre-post), data from the Teaching Pyramid Infant–Toddler Observation Scale (TPITOS) as the practice-based fidelity measure for CIS/EI centers, and program-wide data using VT’s Early MTSS Systems Inventory as the systems fidelity measure. Similarly, the process for collecting early childhood outcomes data and other child and family-level outcomes will be established. Data review protocols will also be established for regularly examining project data to improve SPDG functions. This will include interim and annual analysis and review of training and coaching; fidelity of implementation; and child, family, and provider outcomes to determine if modifications are needed to the Goal 2 professional learning.

### Performance Measures

**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 2024 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 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. Focusing on teacher practices and classroom environment variables, TPITOS measures how well a program's staff is fostering responsive, nurturing relationships with children and promoting strong social-emotional development in their earliest years. While the Vermont Early MTSS Systems Inventory assesses systems-level implementation of early childhood programs, the TPITOS addresses early childhood center-based programs serving infants and toddlers. A score of 80% and no red flags indicated fidelity of implementation. The TPITOS provides a Tier 1 score and a composite score. Baseline TPITOS data will be collected shortly after the CIS/EI centers and preschool programs begin implementation. Follow-up administrations will occur each spring that the CIS/EI centers and preschool programs participate in SPDG activities.

**Progress towards Project Measure 2.4e:** No data are available for this performance measure. Data will be presented in the 2024 APR.



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

OMB No. 1894-0003  
Exp. 07/31/2024

**SECTION A - Performance Objectives Information and Related Performance Measures Data**

**Objective 2.5: 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		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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		80 / 100	80		999 / 999	

2.5b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
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 practice..	Project		80 / 100	80		999 / 999	

**Explanation of Progress:**

**Introduction:** Systemic leadership supports will be facilitated through the establishment of protocols and expectations for supporting inter-regional CIS/EI and local preschool leadership teams, communication materials, and evaluation processes. Training and coaching will be provided to inter-regional CIS/EI teams and preschool leaders and staff 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 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 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 2024 APR.



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

OMB No. 1894-0003  
Exp. 07/31/2024

**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					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Raw Number	Ratio
On the annual PPS, 80% of impacted family members agreed or strongly agreed the Family Engagement Toolkit and Self-Assessment was useful for supporting family engagement activities.	Project		80 / 100				80 / 100

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

2.6c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		75 / 100			999 / 999	

**Explanation of Progress:**

The Vermont Family Network (VFN) will develop the pre-recorded informational training sessions geared for families listed below. Pre-post knowledge assessment and satisfaction surveys will be developed for each module.

1. Child Find/Evaluation
2. IEP 101 for Families – instructional strategies/supports, service delivery, progress monitoring (emphasis on reading and math)
3. VT Family Engagement Toolkit & Self-Assessment
4. Parent 101 on VTmtss specific to students with disabilities
5. Parent 101 on Early MTSS specific to students with disabilities

A similar module will be developed to support families of infants and toddlers in the Part C system for all Goal 2 participants

- Positive Solutions for Families or Parents Interacting w/Infants training module

**Project Measure 2.6a: On the annual PPS, 80% of impacted family members agreed or strongly agreed the Family Engagement Toolkit and Self-Assessment was useful for supporting family engagement activities.**

**Project Measure 2.6b: On the annual PPS, 80% of impacted family members agreed or strongly agreed the VELS Family Modules were useful for supporting family engagement activities.**

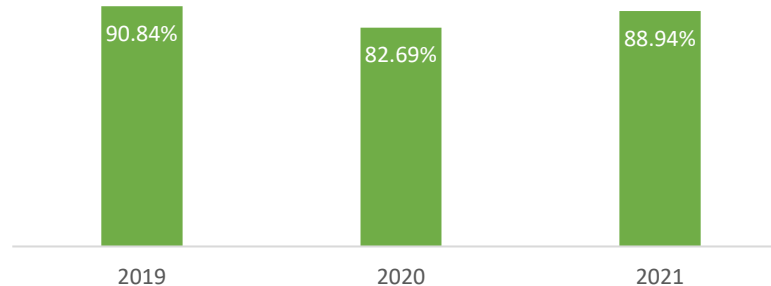
Similar to the PPS that will be administered to participating educators each year, a family survey will be developed, then administered each spring to gather feedback from families in districts or regions served by the VT SPDG on the usefulness of the Family Engagement Toolkit and Self-Assessment and VELS Family Modules for supporting family engagement activities.

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 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.

**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 \_\_. The target for this measure changes each year.

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



**Progress towards Project Measure 4c:** No data are available for this performance measure. Data will be presented in the 2024 APR.

**Project Narrative - Signed Cover Sheet**

**Title :** Signed Cover Sheet

**Attachment:**

File :

- 1 [2023\\_VT\\_SPDG\\_APR\\_Cover\\_Sheet\\_H323A220009.pdf](#)



U.S. Department of Education Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003 Exp. 07/31/2024

Check only one box per Program Office instructions. [X] Annual Performance Report [ ] Final Performance Report

General Information

1. PR/Award #: H323A220009 2. Grantee NCES ID#: 50
(Block 5 of the Grant Award Notification - 11 characters.) (See instructions. Up to 12 characters.)
3 Project Title: VT AOE 2022 State Personnel Development Grant
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification.): State of Vermont, Agency of Education
5. Grantee Address (See instructions.)
6. Project Director (See instructions.) Name: Meg Porcella Title: Interim Director, Student Support Services Division
Ph #: ( 802 ) 578 - 3717 Ext: ( ) Fax #: ( 802 ) 828 - 6430
Email Address: meg.porcella@vermont.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 10 / 01 / 2022 To: 02 / 28 / 2023 (mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures

Table with 3 columns: Description, Federal Grant Funds, Non-Federal Funds (Match/Cost Share). Rows include Previous Budget Period, Current Budget Period (\$11,729.66), and Entire Project Period.

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? [X] Yes [ ] No
If yes, please indicate which of the following applies to your grant?
b. [X] The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:
The period covered by the Indirect Cost Rate Agreement is from: 07 / 01 / 2022 to: 06 / 30 / 2023 (mm/dd/yyyy)
The approving Federal agency is: [X] ED [ ] Other (Please specify):
The Indirect Cost Rate is 14 %
The Type of Rate (For Final Performance Reports Only) is: [ ] Provisional [ ] Final [ ] Other (Please specify):
c. [ ] The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).
d. [ ] The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
[ ] Is included in its approved Indirect Cost Rate Agreement; or
[ ] Complies with 34 CFR 76.564(c)(2).
e. [ ] The grantee is funded under a Training Rate Program and:
[ ] Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
[ ] Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? [ ] Yes [ ] No [X] N/A

Data Privacy and Security Measures Certification (See instructions.)

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? [ ] Yes [ ] No [X] N/A



**Performance Measures Status and Certification (See instructions.)**

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? \_\_\_ Yes  No

b. If no, when will the data be available and submitted to the Department? 12 / 31 / 2027 (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Heather Bouchey

Interim Secretary

Title: \_\_\_\_\_

Name of Authorized Representative:

Heather Bouchey

Date: 5/5/2023 / \_\_\_\_\_

Signature: \_\_\_\_\_



**U.S. Department of Education**  
**Grant Performance Report Cover Sheet (ED 524B)**  
*Check only one box per Program Office instructions.*  
 Annual Performance Report    Final Performance Report

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OMB No. 1894-0003  
Exp. 07/31/2024

PR/Award # (11 characters): \_\_\_\_\_

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**(See Instructions)**

**U.S. Department of Education  
Grant Performance Report  
Cover Sheet (ED 524B)**

**Check only one box per  
Program Office instructions.**

**Annual  
Performance  
Report**                       **Final  
Performance  
Report**

**General Information**

1. PR/Award #: H323A220009  
(Block 5 of the Grant Award Notification - 11 Characters.)
2. Grantee NCES ID#: 50  
(See instructions. Up to 12 Characters.)
3. Project Title: State Personnel Development Grants  
(Enter the same title as on the approved application.)
4. Grantee Name: VERMONT STATE AGENCY OF EDUCATION  
(Block 1 of the Grant Award Notification.)
5. Grantee Address:  
(See instructions.)  
Street: 1 NATL LIFE DR  
Davis 5  
City: MONTPELIER  
State: VT Zip: 05620 Zip+4: 8802
6. Project Director:  
(See instructions.)  
First Name: Meg                      Last Name: Porcella                      Title: Interim Director, Student Support Services Division  
Phone #: 8025783717                      Fax #:                      Email Address: meg.porcella@vermont.gov

**Reporting Period Information (See instructions.)**

7. Reporting Period: From: 10/1/2022 To: 2/28/2023  
(mm/dd/yyyy)

**Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	<b>Federal Grant Funds</b>	<b>Non-Federal Funds (Match/Cost Share)</b>
a. Previous Budget Period	0	0
b. Current Budget Period	11,729	0
c. Entire Project Period (For Final Performance Reports only)		

**Indirect Cost Information (To be completed by your Business Office. See instructions.)**

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?  
If yes, please indicate which of the following applies to your grant?       Yes  No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:       Yes  No  
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2022 To: 06/30/2023  
(mm/dd/yyyy)  
The approving Federal agency is :  ED  Other (Please specify):  
The Indirect Cost Rate is : 14 %  
Type of Rate                       Provisional (Please specify):  
(For Final Performance Reports Only):  Final  Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f)       Yes  No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :  
 Is included in your approved Indirect Cost Rate Agreement  Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:  
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)  
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  No  N/A

**Data Privacy and Security Measures Certification (See instructions.)**

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached?  Yes  No  N/A

**Performance Measures Status and Certification (See instructions.)**

12. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No

b. If no, when will the data be available and submitted to the Department? 12/31/2027 (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Heather Bouchey	Title: Interim Secretary, VT Agency of Education
Signature:	Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : VT SPDG APR Executive Summary-H323A220009

File : [VT\\_SPDG\\_2023\\_APR\\_Executive\\_Summary\\_H323A220009.pdf](#)

## Vermont State Personnel Development Grant (SPDG)

### 2023 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 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 CDD.

To achieve these goals, we first implemented a selection process for participants and providers that was needs based and data driven. 3 LEAs, 3 schools, 4 PreK programs, and 3 CIS/EI centers were selected as the first of three cohort groups. The second cohort will begin in fall 2024, with the third cohort beginning in fall 2025. Next, a comprehensive, evidence-based training curriculum will be implemented to increase participants' understanding of the VTmtss Framework, Early MTSS, the Pyramid Model, and the ability to implement evidence-based practices, with fidelity, that are data-driven. Training will begin in August 2023. Third, the training curriculum will be augmented through the provision of sustained, evidence-based coaching strategies to increase the capacity of SPDG participants to implement the evidence-based practices, beginning in fall 2023. Fourth, performance assessment data will be collected to assess fidelity of the implementation and subsequent outputs and outcomes. Last, administrative supports for assessing and implementing instruction and intervention delivery systems with fidelity are enhanced through the use of leadership teams and administrator training and coaching.

Goal 1 expected outcomes include the: (1) timely and accurate student identification within an initial evaluation process, (2) identification of instructional strategies, interventions, and related supports that are appropriate and evidence-based, (3) delivery of instruction, intervention, and related supports with fidelity, as identified using evidence-based standards and by appropriate and highly-qualified staff members, (4) progress monitoring to assess the impact of instruction, intervention, and related supports related to student-specific achievement goals, and (5) family involvement and engagement as partners and decision makers in the

education and development of their children. Goal 2 outcomes include: (1) greater capacity of CIS Early Intervention services who support infants and toddlers, (2) improved social and or emotional functional development of infants and toddlers, and (3) families are better able to help their infants and toddlers develop and learn functional, social, and/or emotional skills.

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

**PR/Award #: H323A220009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

Goal 1 Program Measures

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a  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		50 / 100	50		999 / 999	100
2a  After two years of implementation, 75% of participating Goal 1 schools will develop and implement a system of evidenced-based instructional practices and interventions with fidelity, as measured annually by the VT SPDG HQII-L School Tool.	PROGRAM		75 / 100	75		999 / 999	100
3a  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		75 / 100	75		999 / 999	100
4a  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.	PROGRAM		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.

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

**PR/Award #: H323A220009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

Goal 2 Program Measures

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1b  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		50 / 100	50		999 / 999	100
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 the Instruction and Intervention section (Section IV) of the Vermont Early MTSS Systems Inventory.	PROGRAM		75 / 100	75		999 / 999	100
3b  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		75 / 100	75		999 / 999	100
4b  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		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.



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

**PR/Award #: H323A220009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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	9	/		999	/	
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.	PROJECT	27	/		999	/	
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.	PROJECT	9	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.

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

**PR/Award #: H323A220009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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.	PROJECT		75 / 100	75		999 / 999	100
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		80 / 100	80		999 / 999	100
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 using effective assessment, instruction, and intervention delivery practices.	PROJECT		80 / 100	80		999 / 999	100
1.2d  90% of observed Goal 1 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.	PROJECT		90 / 100	90		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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 (using a scaled-score).	PROJECT		80 / 100	80		999 / 999	100
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.	PROJECT		80 / 100	80		999 / 999	100
1.3c  90% of observed VT SPDG Goal 1 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.	PROJECT		90 / 100	90		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	100
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		80 / 100	80		999 / 999	100
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 VT SPDG plans and processes.	PROJECT		80 / 100	80		999 / 999	100
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 VT SPDG plans and processes.	PROJECT		80 / 100	80		999 / 999	100
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.	PROJECT		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	100
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.	PROJECT		80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.1a  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	12	/		999	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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.	PROJECT		75 / 100	75		999 / 999	100
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		80 / 100	80		999 / 999	100
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.	PROJECT		80 / 100	80		999 / 999	100
2.2d  90% of observed Goal 2 trainings will be implemented with 90% fidelity, as measured by the HQPD checklist.	PROJECT		90 / 100	90		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.3a  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		80 / 100	80		999 / 999	100
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.	PROJECT		80 / 100	80		999 / 999	100
2.3c  90% of observed VT SPDG Goal 2 coaching activities will be implemented with 85% fidelity, as measured by the Coaching Observation Checklist.	PROJECT		90 / 100	90		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
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		80 / 100	80		999 / 999	100
2.4b  On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they review student outcome data more frequently as a result of the VT SPDG professional learning.	PROJECT		80 / 100	80		999 / 999	100
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		80 / 100	80		999 / 999	100
2.4d  On the annual PPS, 80% of VT SPDG Goal 2 participants agree or strongly agree they were more skilled in using student outcome data to inform modifications to their implementation of the Pyramid Model.	PROJECT		80 / 100	80		999 / 999	100
2.4e  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 TPITOS.	PROJECT		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

Objective 2.5: 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.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.5a  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		80 / 100	80		999 / 999	100
2.5b  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 practice.	PROJECT		80 / 100	80		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

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

Objective 2.6: To support families to be partners in Part B and Part C activities.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.6a  On the annual PPS, 80% of impacted family members agreed or strongly agreed the Family Engagement Toolkit and Self-Assessment was useful for supporting family engagement activities.	PROJECT		80 / 100	80		999 / 999	100
2.6b  On the annual PPS, 80% of impacted family members agreed or strongly agreed the VELS Family Modules were useful for supporting family engagement activities.	PROJECT		80 / 100	80		999 / 999	100
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.	PROJECT		75 / 100	75		999 / 999	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Due to formatting and character limitations, the Explanation of Progress section is uploaded into the Project Narrative - Optional Attachment for Additional Section A Text.

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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : VT SPDG 2023 APR Section B-H323A220009

File : [VT\\_SPDG\\_2023\\_APR\\_Section\\_B\\_H323A220009.pdf](#)

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : VT SPDG 2023 APR Section C-H323A220009

File : [VT\\_SPDG\\_2023\\_APR\\_Section\\_C\\_H323A220009.pdf](#)

## **VT SPDG 2023 Section B Budget**

As of 5/1/23, we have spent \$11,729.66. These expenses are from the contract with the external evaluator and the payment to Signetwork. We have obligated \$179,605.58 in pending contracts, executed contracts, Signetwork, and pending travel to the OSEP conference in July 2023.

The majority of the SPDG funds are for vendors to provide PD activities including the personnel to conduct training and provide coaching. The procurement process has been ongoing and is nearly completed. There will be two vendors: one to provide the training and coaching for the Goal 1 activities, and the other for the Goal 2 activities. The vendors providing the PD services will submit quarterly invoices starting in July 2023. The external evaluator submits a bi-monthly invoice. We anticipate the remaining contracts will be fully executed by the end of May 2023. Of our year 1 allocation of \$234,980, we expect to roll \$55,374.42 into FFY 23-24.

## Vermont SPDG 2023 APR Section C Information

Required Section C Information	1
Goal 1: Pre-K – 12 - Evidence-Based Professional Development Worksheet	2
Goal 2: Part C - Evidence-Based Professional Development Worksheet	28

## VT SPDG 2023 Part 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 Services 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—AOE Core Team (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)—State Implementation Team (SIT)
  - 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 Agency of Education Vermont SPDG.
  - The providers for the Goal 1 and Goal 2 PD activities have yet to complete the procurement process.
- 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.**

None at this time.

- 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.**

None at this time.

# **Evidence-Based Professional Development Worksheet**

## **Goal 1: Pre-K – 12 (Year 1)**



**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

**Goal 1 – Year 1****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.

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

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

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 or ACT. Members of this group include the interim State Director of Special Education, the Early Education 619 coordinator, and 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 will be comprised of training and coaching activities that will be designed in coordination with the ACT. Because there is one vendor providing cohesive PD activities that include training and coaching, we frequently refer to “training and coaching” together. The Goal 1 PD provider will provide both systems and practice-based coaching activities at participating school sites at least monthly throughout the 3 years of each school’s & PreK program’s cohort participation.

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 administrative leaders, such as the curriculum coordinator and special education administrator or director.

In year 1, the Goal 1 cohort will be comprised of one LEA and at least one elementary school (starting at Kindergarten), along with at least one public PreK program. The LEA, along with the school/PreK Administrative Leaders, will participate in training and coaching designed to use the VTmtss Framework to improve the system that supports the high-quality instruction and intervention component of the VTmtss Framework in the PreK program and elementary schools. Schools will work with external systems and practice coaches to use local data and the VTmtss Framework to improve outcomes for children with disabilities, by implementing high-quality instruction and intervention practices. The PreK programs’ will implement social-emotional practices. Elementary schools will focus either on literacy or mathematics instructional and intervention practices, based on the needs identified through their universal assessment data. The systems and practice-based external coaches will facilitate this process for all participating sites.

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

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
<b>A(1) Selection</b>	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other entities.</b></p> <p><b>Required elements:</b></p> <ol style="list-style-type: none"> <li>1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities).</li> <li>2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</li> <li>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.</li> </ol>	<p><b>1. <u>Expectations for PD participants:</u></b></p> <p>Beginning in November 2022, the AOE Core Team (ACT) identified the expectations for cohort participation. To ensure systems-level improvements and sustainability, LEAs (Supervisory Unions or School Districts) need to identify and coordinate with at least one elementary school, along with their public PreK program (where applicable), to apply. Each participating LEA needs to assemble an LEA Administrative Leadership team comprised of, at minimum, the superintendent, curriculum coordinator, special education administrator, Pre-K program principal or equivalent, and participating member school's principal. Each participating school, including PreK programs, need to identify and coordinate with building-level educational leaders and the principal as preparation for participation. All teachers will participate in training and coaching activities. "Teachers" include general education, special education, interventionists, and other educators, as available and appropriate. The Administrative Leaders commit to establish a PD schedule that includes, at minimum the following:</p> <ul style="list-style-type: none"> <li>○ Two days for in-person launch each August beginning in 2023.</li> <li>○ Administrative Leadership Team monthly, virtual, two-hour, virtual, facilitated Community of Practice/Networking sessions starting September 2023.</li> <li>○ Instructional leaders' monthly on-site coaching and/or training sessions.</li> <li>○ Practice-based coaches' (PreK) monthly on-site coaching and/or training sessions.</li> <li>○ Teaching staff monthly on-site Community of Practice (CoP) coaching and/or training sessions beginning January 2024 and continuing throughout the three-year cohort participation timeline.</li> <li>○ Subsequent cohort teachers training/coaching begins in January of the first year of participation.</li> </ul> <p>Additional expectations include using self-assessment and implementation tools at the direction of the external coaches. All participants will agree to provide additional data, from sources such as pre-post training and coaching participant satisfaction surveys, annual <i>Participating Personnel Survey (PPS)</i>, completed progress monitoring tools, completed fidelity of implementation tools, and local universal math or literacy student assessments. Additional implementation and fidelity tools will be finalized and shared with participants at the initial training. For PreK programs, fidelity and</p>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p>progress monitoring tools include the <i>Teaching Pyramid Observation Tool (TPOT)</i>, <i>Teaching Strategies Gold (TS Gold)</i>, and the <i>Early MTSS Systems Inventory</i>.</p> <p><b>2. <u>What have schools, districts, or other entities agreed to provide?</u></b></p> <p>Participants interested in participating in a cohort provided responses to a non-binding <a href="#">Intent to Participate</a> application. To ensure coordination between the administrative leaders, school leaders, and classroom teachers, the application requires evidence of cooperation through a checklist of agreements or assurances including:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. members of Administrative Leadership Teams will participate in monthly, virtual, two-hour facilitated CoP/Networking sessions starting September 2023, for the first cohort of participants.</li> <li>4. for applicable PreK programs, the practice-based poach, 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. <ol style="list-style-type: none"> <li>a. Promoting Children’s Success</li> <li>b. Building Relationships</li> <li>c. Creating Supportive Environments,</li> <li>d. Social Emotional Teaching Strategies is a series of 3 modules.</li> <li>e. Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior, will be offered in a series of 4 modules.</li> </ol> </li> <li>5. preschool personnel have the opportunity to take additional practice-based</li> </ol>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p>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 the Pyramid Model learning modules.</p> <ol style="list-style-type: none"> <li>6. school-based instructional leaders will participate in virtual and on-site training and coaching activities for approximately two hours per month that include implementing instructional practices, implementing intervention, using comprehensive assessment results, and establishing and facilitating school-based communities of practice for educators.</li> <li>7. school-based educators will participate in virtual and on-site training and coaching activities for approximately two hours per month that include implementing instructional practices, implementing intervention, using comprehensive assessment results, and participating in school-based CoPs.</li> <li>8. work with the VT SPDG external instructional coaches to conduct participant observations to inform professional learning action plans and to gauge the impact of the professional learning provided.</li> <li>9. the SPDG Director will observe the external instructional coaches, external systems coaches, and trainers.</li> <li>10. the external instructional coaches and 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:             <ol style="list-style-type: none"> <li>a. For participating preschools: systems/program-wide Implementation: <i>Early MTSS Systems Inventory and Action Planning Tool</i></li> <li>b. For participating preschool and kindergarten teachers: implementation of practice to fidelity <i>TPOT</i></li> <li>c. Local, universal literacy or mathematics assessments</li> <li>d. Annual SPDG <i>PPS</i></li> </ol> </li> </ol> <p><b>11. <u>How were schools, districts, or other entities informed of their responsibilities? Provide a brief description of the form(s) use for these agreements:</u></b></p> <p>Information about the opportunity to be part of a cohort was shared with VT educators through multiple communication channels, including the VT Principals' Association, VT Superintendents' Association, VT Curriculum Leaders Association, and</p>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p>Vt Special Education Administrators listservs. We held live office hours in February 2023 that were also recorded to provide information as well as answer questions. The <a href="#">VT SPDG</a> web site contains relevant information about the VT SPDG as well as webinar recordings. The LEAs interested in participating completed an application that described the expectations around the participating personnel, anticipated time requirements, data collection, and tool completion. The application also made clear the expectations around the Administrative Team and opportunities for instructional leaders to receive building-level systems training and coaching.</p>	
<p><b>A(2) Selection</b></p>	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</b>                  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).</p>	<p><b>1. <u>Expectations for trainers' qualifications and experience and how these qualifications are ascertained:</u></b></p> <p>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 PD provider will be responsible for both the training, as well as coaching for administrative leadership and school-based personnel. The qualifications were as follows:</p> <ol style="list-style-type: none"> <li>1. Demonstrated experience providing large-scale professional development.</li> <li>2. Extensive knowledge of and demonstrated experience with MTSS frameworks, preferably the <a href="#">VTmtss Framework</a> and <a href="#">VTmtss Field Guide (2019)</a>.</li> <li>3. Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and <a href="#">Pyramid Model</a> Practices for Promoting Social Emotional Competence in Infants and Young Children.</li> <li>4. Familiarity with Early Learning standards, preferably the <a href="#">Vermont Early Learning Standards</a> (VELS).</li> <li>5. Demonstrated experience in practice-based coaching (systems and program level).</li> <li>6. Demonstrated experience in data collection/analysis/reporting and decision-making.</li> <li>7. Familiarity with VT education laws and initiatives including Act 173, Act 35, Rule 4500, Act 166, and childcare licensing regulations.</li> <li>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.</li> </ol>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
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		<p>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.</p> <p>10. Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.</p> <p>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 bidder with the best qualifications was offered the contract to provide the Goal 1 PD activities on May 1, 2023.</p> <p><b>2. <u>Description of role and responsibilities for trainers:</u></b></p> <p>For the Goal 1 PD plan, the AOE’s Core Leadership Team established that the majority of the PD activities would be conducted on-site or virtually and would be a part of the LEA’s annual PD 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:</p> <ol style="list-style-type: none"> <li>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:             <ol style="list-style-type: none"> <li>a. VTmtss Framework</li> <li>b. VT Early MTSS</li> <li>c. Act 173 of 2018</li> <li>d. Changes in the Special Education laws</li> <li>e. Supportive walkthroughs</li> </ol> </li> <li>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.</li> </ol> <p><b>3. <u>Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained.</u></b></p> <p>The VT SPDG’s PD plan is designed so that the Goal 1 PD provider is responsible for training and coaching. This allows the personnel deployed to provide training sessions to the administrative leadership team, for example, will also be coaching the teacher</p>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
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		<p>leaders and teachers. The below expectations were developed by the AOE’s core leadership team and described in the February 27, 2023 RFP.</p> <ul style="list-style-type: none"> <li>● Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and <a href="#">Pyramid Model</a> Practices for Promoting Social Emotional Competence in Infants and Young Children.</li> <li>● Familiarity with Early Learning standards, preferably the <a href="#">Vermont Early Learning Standards</a> (VELS).</li> <li>● Demonstrated experience in practice-based coaching (systems and program level).</li> <li>● 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.</li> <li>● Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.</li> </ul> <p>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 bidder with the best qualifications was offered the contract to provide the Goal 1 PD activities.</p> <p><b><u>4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</u></b></p> <p>For the Goal 1 PD plan, the AOE’s core team established that the majority of the PD activities would be conducted either on-site or virtually and would be a part of the LEA and participating school’s annual PD 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:</p> <ul style="list-style-type: none"> <li>● 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:             <ol style="list-style-type: none"> <li>a. Implementing evidence-based instructional strategies.</li> <li>b. Implementing interventions and supports that are evidence-based</li> <li>c. Using local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.</li> </ol> </li> </ul>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
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		<ul style="list-style-type: none"> <li>d. Establishing and facilitating school-based CoPs for educators.</li> <li>● 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:             <ul style="list-style-type: none"> <li>a. Implementing evidence-based instructional strategies.</li> <li>c. Implementing interventions and supports that use local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies .</li> <li>d. Participating in school-based CoPs.</li> </ul> </li> </ul>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

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PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
<b>B(1) Training</b>	<b>Accountability for the delivery and quality of training.</b> 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	<p><b><u>1. Identification of the lead person(s) accountable for training.</u></b></p> <p>The VT SPDG Director, Meg Porcella, the Assistant Director of the VT AOE Student Support Services Division, is accountable for ensuring the training is conducted according to the VT SPDG PD plan.</p> <p><b><u>2. Description of the role and responsibilities of the lead person(s) accountable for training</u></b></p> <p>The VT SPDG Director, in coordination with the Goal 1 PD provider and the AOE's core team, will review and approve Goal 1 training materials, including presentations, resources, and participant feedback surveys. The SPDG Director will observe each trainer at least once per calendar year, using the <i>High-Quality Professional Development Checklist (HQPD)</i>. Feedback results will be used formatively by the SIT and discussed at least quarterly.</p>	<p align="center">3</p>
<b>B(2) Training</b>	<b>Effective research-based adult learning strategies are used.</b> 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.	<p><b><u>1. Identification of adult learning strategies used, including the source (e.g., citation)</u></b></p> <p>Aguilar and Cohen's <i>The PD Book: 7 Habits that Transform Professional Development</i> is a key source of the adult strategies used in both the training and coaching activities and focuses on making PD activities transformative rather than transactional. The seven habits include:</p> <ul style="list-style-type: none"> <li>● Determine Purpose</li> <li>● Engage Emotions</li> <li>● Navigate Power</li> <li>● Anchor in Adult Learning Principles</li> <li>● Design Intentionally</li> <li>● Attend to Details</li> <li>● Facilitate Adaptively</li> </ul> <p><b><u>2. Description of how adult learning strategies were used.</u></b></p> <p>The Goal 1 PD provider, VT SPDG Director, and external evaluator will develop assessment items for the post-training evaluation form, that will determine how well VT SPDG training includes activities “in which learners are actively engaged and for which the aim is to explore and expand behaviors, beliefs, and ways of being; a learning process that results in change of practice” (Aguilar 11).</p>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
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		<p><b><u>3. Description of data gathered to assess how well adult learning strategies were used.</u></b></p> <p>Participants will be given time to reflect and offer feedback. Trainers and coaching will incorporate providing feedback into the training and coaching activities.</p>	
<p><b>B(3) Training</b></p>	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b>  <b>Required elements:</b></p> <ol style="list-style-type: none"> <li>1. Description of skills that participants were expected to acquire as a result of the training.</li> <li>2. Description of activities conducted to build skills.</li> <li>3. Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).</li> </ol>	<p><b><u>1. Description of skills that the participants were expected to acquire as a result of the training:</u></b></p> <p>Because of the timing of our initial cohort's schedule, the specific training objectives have not been finalized. The AOE's core team along with the Goal 2 PD provider will finalize the knowledge and skill objectives prior to the kick-off training this summer. In general, participants will learn and implement the following practices:</p> <ol style="list-style-type: none"> <li>1. Using VTmtss self-assessment tools to examine their instruction and intervention system.</li> <li>2. Using available data to examine their current instruction system.</li> <li>3. Using available data to examine their current intervention system.</li> <li>4. Using available data to examine their use of evidence-based instruction and intervention practices at the core/universal level.</li> <li>5. Instructional (teacher) Leaders will learn to use clear communication and shared knowledge.</li> </ol> <p><b><u>2. Description of activities conducted to build skills:</u></b></p> <p>Training activities will be developed to allow participants to access their prior knowledge and experiences, while building new skills and changing current instructional habits.</p> <p><b><u>3. Description of how participants' use of new skills was measured:</u></b></p> <ul style="list-style-type: none"> <li>● The Goal 1 PD provider will administer post-training surveys/evaluations that will measure the degree to which the training will change participants' skills in the training topics addressed.</li> <li>● All participating personnel will respond to the annual Participating Personnel Survey.</li> <li>● Administrative leaders will complete the HQII-L (High-quality instruction and intervention-LEA) fidelity measure.</li> <li>● School teams will complete the HQII-S fidelity measure.</li> </ul>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

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		<ul style="list-style-type: none"> <li>PreK programs will use the TPOT to measure fidelity of implementation of the Pyramid Model practices.</li> </ul>	
<b>B(4) Training</b>	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>Description of training provided to trainers.</li> <li>Description of coaching provided to trainers.</li> <li>Description of procedures for observing trainers.</li> <li>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.</li> <li>Description of procedures to obtain training evaluation data (e.g., participant reaction, self-efficacy, demonstration of skill and knowledge development).</li> <li>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).</li> </ol>	<p><b>1. <u>Description of training provided to trainers.</u></b></p> <p>The Goal 1 PD provider was chosen 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 meetings.</p> <p><b>2. <u>Description of coaching provided to trainers:</u></b></p> <p>Expectations around completing an entry in the VT SPDG PD Log for each training and coaching activity along with using and recording implementation or other system or practice-level tool responses will be shared with PD providers as soon as the contract is finalized.</p> <p><b>3. <u>Description of procedures for observing trainers:</u></b></p> <p>The VT SPDG Director will observe at least one training activity for each participating member of each cohort in years 1 and 2 of each cohort. Each one will be observed at least 1x/year.</p> <p><b>4. <u>Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended):</u></b></p> <p>The SPDG Director, will use the Observation Checklist for High-Quality Professional Development (HQPD Checklist) to observe each trainer at least once per year.</p> <p>Reference: Noonan, P., Gaumer Erickson, A., Brussow, J., &amp; Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.</p> <p><b>5. <u>Description of procedures to obtain participant feedback:</u></b></p> <p>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 trainings can be improved.</p>	3

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

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		<p>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.</p> <p><b><u>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.</u></b></p> <p>The VT SPDG State Implementation Team will look at and analyze data sources at monthly meetings to determine adjustments that need to be made.</p> <p>Data gathered from observations, training fidelity data, training evaluations, and the yearly PPS will be used by the VT SPDG State Implementation Team at monthly meetings to:</p> <ul style="list-style-type: none"> <li>● Consider the modification of training content, processes, and structure.</li> <li>● Provide guidance to the development of additional content and skilled focused trainings, as identified.</li> <li>● Identify ongoing professional learning needs of Goal 1 trainers.</li> </ul>	
<p><b>B(5) Training</b></p>	<p><b>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.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.</li> <li>2. Description of how administrators are trained and coached to support implementers and coaches.</li> <li>3. Description of supports for creating implementation teams at the building and district or local program levels.</li> </ol>	<p><b><u>1.Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</u></b></p> <p>Administrators will receive training in using the VTmtss Framework to support LEA and schools. The goal of the training are two-fold:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>These trainings will aim to eliminate misconceptions with VTmtss and provide time for administrators to evaluate their system of instruction and intervention according to the components of VTmtss.</p> <p><b><u>2. How are administrators trained and coached to support implementers and coaches?</u></b></p>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
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		<p>The Goal 1 PD provider will work with administrators to locate where they are in the VTmtss implementation process, identify areas of opportunity to strengthen their implementation, make connections to their continuous improvement plans, and work to build a cohesive system that embraces the VTmtss approach, within their local context (policies, professional learning plans, structures for collaboration, curriculum, etc.). Administrators will receive support that includes 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 coaching activities will be developed using data from the training, fidelity of implementation data, VTmtss asset mapping, and in collaboration with the administrators.</p> <p><b><u>3. Supports for creating implementation teams at the building and district or local program levels:</u></b></p> <p>The Goal 1 Providers will support participating LEAs to develop an Administrative Leadership Team, comprised of the superintendent, curriculum coordinator, special education administrator, PreK director (if applicable), and building principals. This team will meet at least monthly with the Goal 1 providers to develop a plan for addressing the needs of implementing a system of high-quality instruction and intervention.</p>	
<p><b>B(6) Training</b></p>	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.</b>  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</p>	<p><b>1. <u>Identification of training outcome measure(s).</u></b></p> <p>Training outcome measures will include:</p> <ul style="list-style-type: none"> <li>● Greater knowledge of tiered instructional practices.</li> <li>● Greater knowledge of interventions.</li> <li>● The VTmtss Framework.</li> <li>● Vermont legislation impacting the use of instructional and intervention practices.</li> </ul> <p><b>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></b></p> <p>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 trainings can be improved.</p>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

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	<p>to the content or structure of trainings, such as schedule or processes).</p>	<p>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.</p> <p><b><u>3. How were training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</u></b></p> <p>Data and responses from the PD log entries, participant surveys, and relevant implementation and fidelity tools will be examined to consider any needed changes to trainings for the next school year. These data will be 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. These data will be used formatively to address needs across the project and implement changes where necessary.</p>	
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PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
C(1) Coaching	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title.</li> <li>2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.</li> </ol>	<p><b><u>1. Lead person(s) accountable for coaching services. Please include name and position/title:</u></b></p> <p>The VT SPDG Director, Meg Porcella is the Assistant 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 PD plan.</p> <p><b><u>2. Lead person(s) role and responsibilities for promoting high quality and timely coaching services:</u></b></p> <p>The VT SPDG Director, in coordination with the Goal 1 PD provider and the AOE's core team, will review and approve all training materials. The SPDG Director will observe each Goal 1 PD provider in a coaching role, at least once per year using the Coaching Observation Checklist (COC). Feedback results will be reviewed regularly by the State SPDG Implementation Team and discussed at least quarterly once training and coaching activities to inform any need modifications to the coaching provided.</p>	3
C(2) Coaching	<p><b>Coaches use effective coaching practices to increase innovation fidelity.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>● <i>Note: This description may take the form of a coaching service delivery plan.</i></li> </ul> </li> <li>2. Description of how coaching process is captured and connected to impact on fidelity of the innovation. <ul style="list-style-type: none"> <li>● <i>Note: These data may be collected in a coaching log.</i></li> </ul> </li> </ol>	<p><b><u>1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:</u></b></p> <p>Aguilar and Cohen's <i>The PD Book: 7 Habits that Transform Professional Development</i> will be a key source of the adult learning strategies framework that will be used VT SPDG coaching activities. The book focuses on making PD activities transformative rather than transactional. The seven habits include:</p> <ul style="list-style-type: none"> <li>● Determine Purpose</li> <li>● Engage Emotions</li> <li>● Navigate Power</li> <li>● Anchor in Adult Learning Principles</li> <li>● Design Intentionally</li> <li>● Attend to Details</li> <li>● Facilitate Adaptively</li> </ul>	3



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		<p>The frequency and content for coaching activities are projected to include the following:</p> <ul style="list-style-type: none"> <li>● Provide monthly on-site or virtual coaching activities to school-based instructional leaders beginning in September of the first year of each site’s participation. Instructional leaders’ training and coaching content should include, at minimum, the following topics:             <ul style="list-style-type: none"> <li>○ Implementing evidence-based instructional strategies.</li> <li>○ Implementing intervention and supports that are evidence based.</li> <li>○ Using local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.</li> <li>○ Establishing and facilitating school-based CoP for educators.</li> </ul> </li> <li>● 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’ coaching content should include, at minimum, the following topics:             <ul style="list-style-type: none"> <li>○ Implementing evidence-based instructional strategies</li> <li>○ Implementing intervention and supports that use local, comprehensive assessment results to leverage evidence-based instruction and intervention strategies.</li> <li>○ Participating in school-based CoPs.</li> </ul> </li> </ul> <p><b><u>2. How is your coaching process captured and connected to impact on fidelity of the innovation?</u></b></p> <p>The VT SPDG Director will use the Coaching Observation Checklist to observe each coach at least once per year.</p> <p>Reference: Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., &amp; Jenson, R. (2013). Coaching Observation Checklist. Lawrence, KS: University of Kansas, Center for Research on Learning.</p> <p>In addition, coaches will enter information about each coaching activity in the VT SPDG PD 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 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.</p>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

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<p><b>C(3) Coaching</b></p>	<p><b>Coaching outcome data are collected and analyzed to assess participant knowledge and skills.</b> Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of how coaching is monitored for fidelity to content and quality.</li> <li>2. Description of how coaching fidelity data are used to identify potential training and coaching for coaches.</li> <li>3. Description of procedures to assess the knowledge and skills gained by those who are coached.</li> <li>4. Description of how coaching outcome data are analyzed by the SPDG team.</li> <li>5. Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.</li> </ol>	<p><b>1. <u>How is coaching monitored for fidelity to content and quality?</u></b></p> <p>The SPDG Director will evaluate each coach at least once per year using the Coaching Observation Checklist. Observation data will be reviewed by the SPDG State Implementation Team meetings as data becomes available, to monitor coaching quality and fidelity.</p> <p><b>2. <u>How is coaching fidelity data used to identify potential training and coaching for coaches?</u></b></p> <p>Coaching fidelity data, as well as anecdotal data gathered, will be discussed and analyzed as data become available by the State SPDG Implementation Team meetings. That team will address the need for additional training and/or coaching for the Goal 1 coaches.</p> <p><b>3. <u>Procedures to assess the knowledge and skills gained by those who are coached:</u></b></p> <p>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 evidence-based instructional and intervention practices.</p> <p><b>4. <u>How are coaching outcome data analyzed by the SPDG team?</u></b></p> <p>Data and responses from the PD log entries, participant surveys, and relevant implementation and fidelity data will be examined during the VT SPDG monthly State Implementation Team meetings. These meetings, at a minimum, will include the PD provider, the SPDG Director, and the external evaluator. These data will be used formatively to address needs across the project and implement changes where necessary.</p> <p><b>5. <u>How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?</u></b></p> <p>Data used from coaching observations, PD Log entries, the annual PPS, fidelity of implementation tools, and student assessments will be used to help coaches and coaching recipients identify next steps in their implementation plans. Outcome data will be reviewed by the coaches and school teams to celebrate areas of success and to identify implementation barriers.</p>	<p align="center">3</p>
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
<p><b>D(1) Data Systems that Support Decision Making</b></p>	<p><b>Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.</b> 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).</p>	<p>1. <b><u>Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:</u></b>  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.</p> <p>2. <b><u>Data expertise, role and responsibilities of the identified lead person(s):</u></b>  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:</p> <ul style="list-style-type: none"> <li>● Support the VT SPDG Director in the use and analyses of the implementation fidelity tools.</li> <li>● Meet regularly with the VT SPDG Director to review output, fidelity, and outcome data, as well as progress toward project goals.</li> <li>● Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the VT SPDG PD Log.</li> <li>● Report on progress toward performance measure targets and project outcomes.</li> <li>● Communicate with the VT SPDG Director and other VT SPDG service providers on the PD Log and other data collection activities, data indicating barriers to coaching and implementation, and any other issues.</li> <li>● Implement pre/post-training evaluation surveys, focus groups, and interviews, the annual participant survey, and other data collection activities as needed.</li> <li>● Analyze data and communicate results during monthly VT SPDG State Implementation Team as well as the quarterly SPDG Project meetings.</li> </ul>	<p align="center">3</p>

**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<p><b>D(2) Data Systems that Support Decision Making</b></p>	<p><b>Coherent data systems are in place at all education levels (SEA, regional, LEA, school).</b>                  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.</p>	<p><b>1. <u>Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</u></b></p> <p>The following data sources will be 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 will be 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 will be provided in multiple formats to be used for decision-making at VT SPDG State Implementation Team monthly meetings and shared at the quarterly expanded SIT team meetings.</p> <p><b>Data Sources:</b></p> <p><b><u>Fidelity of Implementation Tools</u></b></p> <p><b>VT SPDG HQII-L (High-Quality Instruction &amp; Intervention) Fidelity Inventory</b> =The Goal 1 coaches will work with Administrative Leadership Teams to complete a baseline measure of the Fidelity Inventory in August 2023. This inventory will then be completed annually to provide the basis for the Administrative Leadership Teams’ prioritizing their LEA-level systems changes or improvements.</p> <p>The VT HQII Fidelity Inventory is derived from the Michigan MTSS R-TFI and the VTmtss Framework. This instrument is still in development. School teams will complete the VT SPDG HQII-S Fidelity Inventory annually to inform school-level action plans.</p> <p><b>Early MTSS Systems Inventory</b> - The Goal 1 coaches will work with administrative teams at participating PreK programs to complete and report on the Early MTSS Systems Inventory to inform their action plans.</p> <p><b><u>Student Outcome Measures</u></b></p> <p><b>Literacy and Mathematics Universal Screening Data</b> - The Goal 1 coaches will 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.</p> <p><b>2. <u>How are targets/benchmarks set for the various types of data?</u></b></p> <p>The VT SPDG established 75% as an initial benchmark for all fidelity of implementation instruments. As data are collected during the first year, the VT SPDG SIT will examine the actual data in comparison to the initial target. After the first year, the targets will be examined in light of the actual data. As necessary, targets will be recalibrated.</p>	<p align="center">2</p>
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p><b><u>3. How is data collection guidance provided to professional development sites and participants?</u></b></p> <p>Data collection procedures and timelines were initially introduced to participating LEAs and schools in the application process. A Data Collection Guide has been 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:</p> <ul style="list-style-type: none"> <li>● All site-based teams participated in training regarding the Data Collection Guide and Data Summary sheets.</li> <li>● Ongoing coaching to support data collection and submission occurs in monthly Leadership Team meetings.</li> <li>● SPDG trainers and coaches provided data webinars and other resources with participating sites.</li> </ul> <p><b><u>4. How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?</u></b></p> <p>Goal 1 coaches will support 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:</p> <ul style="list-style-type: none"> <li>● Goal 1 coaches will review current LEA/school data collection, analysis procedures and practices, and will provide feedback to LEA and School Leadership Teams on the efficacy of their practices and suggestions for improvement, if needed.</li> <li>● Goal 1 coaches will provide additional site-based training in identifying relevant data to collect, how to obtain the data, and how to utilize the data for continuous improvement.</li> <li>● Goal 1 coaches will model and lead LEA and School Leadership Teams through data collection, data review, and using data for continuous improvement.</li> <li>● 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.</li> </ul>	
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<p><b>D(3) Data Systems that Support Decision Making</b></p>	<p><b>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).</b>                  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.</p>	<p><b>1. <u>How are data compiled and communicated in usable format(s) with various audiences/stakeholders?</u></b></p> <p>Data from the evaluation surveys, fidelity tools, and student assessments will be analyzed by the external evaluator, who will produce a full evaluation report and a one-page summary of each set of evaluation results. Qualitative data gathered through the training evaluation forms 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 State Leadership Team, the VT AOE, and OSEP Project Officer).</p> <p>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.</p> <p><b>2. <u>How do feedback loops function to inform improvement across multiple levels?</u></b></p> <p>These data will be 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.</p> <p><b>3. <u>How do fidelity and child outcome data inform modifications to project plans and processes?</u></b></p> <p>Data will also be used to consider any needed changes to trainings or coaching for the next school year. These data will be shared with members of the VT SPDG SIT, the VT AOE, our OSEP Project Officer, and other stakeholders.</p> <p>Fidelity and student outcome data will be used to inform project plans and processes by:</p> <ul style="list-style-type: none"> <li>● Modifying or adding to evidence-based trainings.</li> <li>● Revising action and coaching plan processes.</li> <li>● Identifying training for Goal 1 PD providers to attend to improve coaching, training skills, and knowledge.</li> <li>● Identifying additional training for site-based teams.</li> <li>● Ensuring broad representation of schools and districts participating in VT SPDG activities.</li> </ul>	<p align="center">3</p>
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**VT SPDG Goal 1: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
<b>E(1) Systemic Leadership Supports</b>	<p><b>Accountability for the technical and adaptive leadership of the project at the state level.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.</li> <li>2. Engages in regular communication with the leads for training, coaching and data systems,</li> <li>3. Promotes the effective use of evidence based professional development components,</li> <li>4. Problem solves challenges to innovation implementation,</li> <li>5. Recognizes effort and successes, and</li> <li>6. Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:</u></b>  Meg Porcella, the VT SPDG Director is ultimately accountable for ensuring technical and adaptive leadership supports are available to support participating Administrative Leadership Teams. training and coaching activities. The Goal 1 PD provider will be responsible for providing training and coaching related to technical and adaptive leadership supports to participating Administrative Leadership Teams.</li> <li>2. <b><u>How does this person ensure there is regular communication with the leads for training, coaching and data systems?</u></b>  In addition to facilitating monthly meetings with PD providers and members of the SIT, the SPDG Director uses online communication tools such as Microsoft Teams, a Google Drive, and email for written communication, ad hoc meetings, and being responsive to the needs of the PD providers and external evaluator.</li> <li>3. <b><u>How does this person promote the effective use of evidence based professional development components?</u></b>  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 will use when developing and communicating both VT's SPDG project components and discreet tasks.</li> <li>4. <b><u>How does this person problem solve challenges to innovation implementation?</u></b>  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 will be available on an as needed basis to work with the PD provider 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.</li> </ol>	<p align="center">2</p>

**Goal 2 (Project Achieve): SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p><b>5. <u>How does this person recognize effort and successes?</u></b></p> <p>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.</p> <p><b>6. <u>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?</u></b></p> <p>The SPDG Director is part of the AOE’s leadership team, as well as part of the ,SSS, Division leadership. 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.</p>	
<p><b>E(2) Systemic Leadership Supports</b></p>	<p><b>Leadership systems are in place to build state-level capacity and promote project sustainability.</b>                  Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation.</li> <li>2. Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making).</li> <li>3. Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and</li> </ol>	<p><b>1. <u>How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?</u></b></p> <p>Data from training evaluation surveys, the PPS, and other data collection tools will be used to consider any needed changes to professional learning for the next school year. These data will be shared with members of the VT SPDG SIT, the ACT, our OSEP Project Officer, and other stakeholders to celebrate areas where participants and PD providers were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.</p> <p><b>2. <u>What are the processes for revising policies and procedures to support a new way of work?</u></b></p> <p>The monthly SIT and quarterly extended SIT meetings will provide one process for discussing and disseminating changes to our way of work. The SPDG Director will meet regularly with the external evaluator and Goal 1 PD provider. We have scheduled monthly meetings, and the SPDG Director is available on an as needed basis to work with PD providers and participating personnel to glean information and data that aren’t captured elsewhere.</p>	<p align="center">2</p>



**Goal 2 (Project Achieve): SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

	<p>support improved outcomes for children with disabilities.</p>	<p>3. <b><u>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?</u></b></p> <p>The SPDG Director collaborates regularly with the ACT, as well as with Divisions within and outside the VT AOE, as part of their state plans and projects. This includes 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 Vermont Family Network (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 will 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 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.</p>	
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# **Evidence-Based Professional Development Worksheet**

## **Goal 2: Part C (Year 2)**

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

**Goal 2 – Year 1****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.

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

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

The 2022 VT SPDG is the first to include Part C as a competitive priority of the project plan. 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.

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

The VT SPDG is managed by the VT SPDG Director, with the support of the external evaluator, and key personnel from the VT AOE. This group will be 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 AHS. The VT SPDG State Implementation Team (SIT) includes members of the ACT as well as the Goal 2 vendor who will provide both the training and coaching (systems and practice) for Goal 2 participants. Quarterly, the SIT will include members of participating Administrative Leadership teams.

The Goal 2 professional development will be 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 3 in VT's 12 CIS/EI regions.

In year 1, the Goal 2 cohort will be comprised of personnel from at least three of the 12 regions. We have chosen to provide training and coaching to personnel for regions rather than discreet centers due to the diverse sizes in terms of personnel and number of centers that are part of each region. Regions will assemble a team of administrative leaders, and all Pyramid Model training will be provided to CIS personnel while prioritizing the EI personnel.

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please prov and ide after each bullet)</i>	Project's self-rating
<b>A(1) Selection</b>	<p><b>Clear expectations are provided for PD participants and for schools, districts, or other entities.</b></p> <p><b>Required elements:</b></p> <ol style="list-style-type: none"> <li>1. Description of expectations for PD participants (e.g., attendance in training, data reporting, pre and post training activities).</li> <li>2. Identification of what schools, districts, or other entities agreed to provide (e.g., necessary resources, supports, facilitative administration for the participants).</li> <li>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.</li> </ol>	<p>The VT SPDG Director developed selection criteria beginning in October 2022 in coordination with the Part C ACT: CIS Director, EI Manager from AHS along with members of the AOE's Early Education team.</p> <p><b><u>1. Expectations for PD participants</u></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Provide additional training to at least one EI per region to become a practice-based coach by completing the additional practice-based coach training.</li> <li>● 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.</li> <li>● Participants are expected to participate in the following activities: <ul style="list-style-type: none"> <li>○ a one-day in-person launch each August beginning in 2023.</li> <li>○ scheduled observations that are part of certain Pyramid Model of Practices training modules.</li> </ul> </li> </ul> <p>Additional expectations include using systems/program-wide implementation tools, such as the <a href="#">Early MTSS Systems Inventory</a> and <a href="#">Action Planning Tool</a>. 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, completed fidelity of implementation tools to include:</p> <ul style="list-style-type: none"> <li>● <b>The Pyramid Infant-Toddler Observation Scale (TPITOS)</b> - CIS &amp; EI practitioner implementation of fidelity tool:</li> <li>● <b>Early Intervention Pyramid Practices Fidelity Instrument (EIPPF)</b> - EI implementation of coaching tool for working with family caregivers.</li> </ul>	<p align="center">3</p>

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p><b>2. <u>What have schools, districts, or other entities agreed to provide?</u></b></p> <p>Participants interested in participating as a Goal 2 Cohort CIS/EI site provided responses to a non-binding <a href="#">Intent to Participate</a> 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:</p> <ol style="list-style-type: none"> <li>1. A Regional Administrative Leadership team comprised of, at minimum, the CIS and EI regional coordinator/managers along with a practice-based coach(es).</li> <li>2. At least one EI 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.</li> <li>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.</li> <li>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:             <ol style="list-style-type: none"> <li>a. <b>Early MTSS Systems Inventory and Action Planning Tool</b> - For participating preschools to measure the fidelity of systems/program-wide implementation:</li> <li>b. <b>The Pyramid Infant-Toddler Observation Scale (TPITOS)</b> – For CIS &amp; EI practitioner to measure implementation of evidence-based practices with fidelity.</li> <li>c. <b>Early Intervention Pyramid Practices Fidelity Instrument (EIPPF)</b> – For EIs to assess the fidelity of implementation of coaching with family caregivers.</li> <li>d. <b>Annual SPDG PPS</b> – For gathering feedback from participating Part C personnel.</li> </ol> </li> </ol> <p><b>5. <u>How were schools, districts, or other entities informed of their responsibilities?</u></b>  <b><u>Provide a brief description of the form(s) use for these agreements:</u></b></p>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

		<p>The SPDG Director along with the Part C ACT shared information about the opportunity to participate in VT SPDG activities as a Goal 2 Cohort site through multiple modes of communication beginning in January 2023 including CIS and EI administrator’s listservs and presentations at CIS and EI meetings. The Part C Core Team (Part C ACT) held live office hours that were also recorded to provide information, as well as answer questions. The <a href="#">VT SPDG</a> web site 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, 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.</p>	
<p><b>A(2) Selection</b></p>	<p><b>Clear expectations are provided for SPDG trainers and SPDG coaches/mentors.</b> Required elements:</p> <ol style="list-style-type: none"> <li>1. Expectations for trainers’ qualifications and experience and how these qualifications are ascertained.</li> <li>2. Description of role and responsibilities for trainers (the people who trained PD participants).</li> <li>3. Expectations for coaches’/mentors’ qualifications and experience and how these qualifications are ascertained.</li> <li>4. Description of role and responsibilities for coaches or mentors (the people who provided follow-up to training).</li> </ol>	<p><b>1. <u>Expectations for trainers' qualifications and experience and how these qualifications are ascertained:</u></b></p> <p>The expectations for the Goal 2 professional development provider were developed by the AOE’s core leadership team along with our Part C co-leads and released in a request for proposals on January 3, 2023. The RFP specified that the Goal 2 PD provider will be responsible for both the training, as well as coaching for administrative leadership and CIS/EI personnel. The qualifications are as follows:</p> <ol style="list-style-type: none"> <li>1. Demonstrated experience providing large-scale professional development.</li> <li>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</li> <li>3. Familiarity with the Vermont Early Learning Standards (VELS).</li> <li>4. Demonstrated experience in practice-based coaching (systems and program level).</li> <li>5. Demonstrated experience in data collection/analysis/reporting and decision making.</li> <li>6. Familiarity with federal IDEA Part C and Part B laws, and Vermont childcare licensing regulations.</li> <li>7. Familiarity with IDEA Part C Early Childhood Outcomes indicators</li> <li>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.</li> <li>9. Strong understanding of Vermont’s comprehensive early childhood system.</li> </ol>	<p align="center">3</p>

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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		<p>10. Demonstrated knowledge of virtual and/or distance technologies to deliver professional development content.</p> <p>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. The above skills will be ascertained through each bidder’s response, and the bidder with the best qualifications will be offered the contract to provide the Goal 2 PD activities. As of April 1, 2023, the contract for the Goal 2 PD provider has not been executed.</p> <p><b>2. <u>Description of role and responsibilities for trainers:</u></b></p> <p>For the Goal 2 PD plan, the AOE’s core team established that the majority of PD activities would be conducted on-site or virtually, and would be a part of the regional CIS/EI provider’s annual PD 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’ role and responsibilities includes:</p> <ol style="list-style-type: none"> <li>1. Professional Development for all participants:             <ol style="list-style-type: none"> <li>a. Pyramid Model Infant/Toddler module trainings</li> <li>b. Pyramid Model Practices in Part C</li> <li>c. Pyramid Model Data-Based Decision-Making Training</li> <li>d. Positive Solutions for Families or Parents Interacting w/Infants training</li> </ol> </li> <li>2. Practice-Based Coaches Training:             <ol style="list-style-type: none"> <li>a. EIPPF I training</li> <li>b. TPITOS training</li> <li>c. Early MTSS System Coaching</li> </ol> </li> <li>3. Professional development for Administrative Leadership:             <ol style="list-style-type: none"> <li>a. Early MTSS System Training</li> <li>b. Pyramid Model Infant/Toddler module trainings</li> <li>c. Pyramid Model Practices in Part C EIPPF I &amp; TPITOS (to support the sustainability of practice-based coaches)</li> </ol> </li> </ol> <p><b>3. <u>Expectations for coaches’/mentors’ qualifications and experience and how these qualifications will be ascertained.</u></b></p> <p>The VT SPDG’s Goal 2 PD plan is designed so that the Goal 2 vendor provide the trainers and coaches. That means that 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.</p>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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		<ul style="list-style-type: none"> <li>● Demonstrated knowledge and experience in providing training on early multi-tiered systems of support (Early MTSS) and <a href="#">Pyramid Model</a> Practices for Promoting Social Emotional Competence in Infants and Young Children.</li> <li>● Familiarity with Early Learning standards, preferably the VELs.</li> <li>● Demonstrated experience in practice-based coaching (systems and program level).</li> <li>● Demonstrated experience in data collection/analysis/reporting and decision making.</li> <li>● 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.</li> <li>● Demonstrated knowledge of virtual and/or distance technologies to deliver professional development and coaching content.</li> </ul> <p>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. The above skills will be ascertained through each bidder’s response, and the bidder with the best qualifications will be offered the contract to provide the Goal 2 PD activities. As of April 1, 2023, the contract for the Goal 2 PD provider has not been executed.</p> <p><b><u>4. Description of role or responsibilities for coaches or mentors (the people who provided follow-up to training).</u></b></p> <p>For the Goal 2 PD plan, the Part C ACT established that the majority of PD activities would be conducted on-site or virtually, and would be a part of the regional CIS providers PD schedule. For regions without an established schedule, the training and coaching will be determined collaboratively with the Goal 2 PD provider and the regional participants. Below are roles and responsibilities of the coaches:</p> <ul style="list-style-type: none"> <li>● On-site and virtual coaching provided to participants in each cohort. Coaching activities should, at minimum, include the following:             <ol style="list-style-type: none"> <li>1. Coaching for CIS/EI personnel (in-person and virtually) monthly (August-June) in years 1 and 2 for each cohort</li> <li>2. Coaching for practice-based coaches (#2 above) in-person and virtually monthly (August-June) in years 1 and 2 for each cohort</li> </ol> </li> </ul>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**  
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PD domains	PD components (with required elements the description should contain)	Project Description (please provide after each bullet)	Project's self-rating
<b>B(1) Training</b>	<p><b>Accountability for the delivery and quality of training.</b>            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</p>	<p><b><u>1. Identification of the lead person(s) accountable for training.</u></b>            The VT SPDG Director, Meg Porcella, the Assistant Director for the SSS Division, is accountable for ensuring the training is conducted according to the VT SPDG PD plan and is meeting the timelines laid out in the project plan.</p> <p><b><u>2. Description of the role and responsibilities of the lead person(s) accountable for training</u></b>            The VT SPDG Director, in coordination with the Goal 2 PD provider 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 one time per calendar year using the High-Quality Professional Development (HQPD) Checklist. Feedback results will be used formatively by the VT SPDG SIT, and discussed at least quarterly once training and coaching activities have begun.</p>	3
<b>B(2) Training</b>	<p><b>Effective research-based adult learning strategies are used.</b>            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.</p>	<p><b><u>1. Identification of adult learning strategies used, including the source (e.g., citation)</u></b>            Aguilar and Cohen's <i>The PD Book: 7 Habits that Transform Professional Development</i> is a key source of the adult strategies used in both the training and coaching activities and focuses on making PD activities transformative, rather than transactional. The seven habits include:</p> <ul style="list-style-type: none"> <li>● Determine Purpose</li> <li>● Engage Emotions</li> <li>● Navigate Power</li> <li>● Anchor in Adult Learning Principles</li> <li>● Design Intentionally</li> <li>● Attend to Details</li> <li>● Facilitate Adaptively</li> </ul> <p><b><u>2. Description of how adult learning strategies were used.</u></b>            As of April 1, 2023, the Goal 2 PD provider is not yet under contract. However, the structure of the training will include activities “in which learners are actively engaged and for which the aim is to explore and expand behaviors, beliefs, and ways of being; a learning process that results in change of practice” (Aguilar 11).</p>	3

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**  
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		<p><b>3. <u>Description of how participants' use of skills was measured.</u></b></p> <p>Participant skills will be measured through child-level progress monitoring data (pre-post), data from the TPITOS and the EIPPF) .</p>	
<b>B(3) Training</b>	<p><b>Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of skills that participants were expected to acquire as a result of the training.</li> <li>2. Description of activities conducted to build skills.</li> <li>3. Description of how participants' use of new skills was measured (e.g., observation of skills; exit ticket that demonstrates use of skills).</li> </ol>	<p><b>1. <u>Description of skills that the participants were expected to acquire as a result of the training:</u></b></p> <p>Because of the timing of our initial cohort's schedule, the specific training objectives have not been determined. The Part C ACT including the Goal 2 PD provider will finalize the knowledge and skill objectives after the procurement process has completed. In general, however, participants will learn and implement the Pyramid Model of Practices using the Pyramid Model's Infant and Toddler online learning modules:</p> <ol style="list-style-type: none"> <li>1. Pyramid Model Infant/Toddler</li> <li>2. Pyramid Model Practices in Part C</li> <li>3. Pyramid Model Data-Based Decision-Making</li> <li>4. Positive Solutions for Families or Parents Interacting w/Infants</li> </ol> <p><b>2. <u>Description of activities conducted to build skills:</u></b></p> <p>Activities will be built to access practitioners' prior knowledge and experiences while building new skills and changing current habits. Activities implemented to support the development of new skills will vary by the training topic, but skills will be built during the training include:</p> <ul style="list-style-type: none"> <li>● Sharing research and data on effectiveness of interventions.</li> <li>● Providing teams' time to plan next steps, based on initiative-specific implementation rubric.</li> <li>● Using data to analyze the effectiveness of implementation and to adjust strategies and/or systems supporting the implementation.</li> <li>● Identifying needs and applying appropriate intervention strategies to improve student outcomes.</li> </ul> <p><b>3. <u>Description of how participants' use of new skills was measured:</u></b></p> <ul style="list-style-type: none"> <li>● The PD provider will administer post-training evaluation surveys to measure the degree to which the training will change participants' skills in the training topics addressed.</li> </ul>	3

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**  
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		<ul style="list-style-type: none"> <li>● All participating personnel will respond to questions about the impact of training on participants’ skills on the annual PPS.</li> <li>● Improvements evidenced on the EIPPF.</li> <li>● Improvements evidenced on the TPITOS.</li> </ul>	
<p><b>B(4) Training</b></p>	<p><b>Trainers (the people who trained PD participants) are trained, coached, and observed.</b>                  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).</p>	<p><b>1. <u>Description of training provided to trainers.</u></b>                  The Goal 2 PD providers will be chosen based on their knowledge of the Pyramid Model of 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 will be addressed during the VT SPDG SIT meetings.</p> <p><b>2. <u>Description of coaching provided to trainers:</u></b>                  As stated above, we will contract with a national expert, recognized by OSEP to deliver the training content, who is knowledgeable about Part C activities in Vermont. We do not expect to provide coaching to these trainers, except around VT SPDG-specific activities such as data submission protocols, tracking activities the VT SPDG PD Log for each training activity, and other reporting requirements.</p> <p><b>3. <u>Description of procedures for observing trainers:</u></b>                  Even though the Goal 2 PD provider consists of national experts, the VT SPDG Director will observe trainings conducted by the PD provider to ensure the VT SPDG expectations are met.</p> <p><b>4. <u>Identification of training fidelity instrument used (measure the extent to which the training is implemented as intended):</u></b>                  The SPDG Director, will use the 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., &amp; Langham, A. (2015). Observation checklist for high-quality professional development in education [Updated version]. Lawrence, KS: University of Kansas, Center for Research on Learning.</p> <p><b>5. <u>Description of procedures to obtain participant feedback:</u></b>                  Face-to-face and virtual training participants will be provided a QR code and/or survey link to complete pre- and post-test evaluation surveys. Trainers will provide the QR</p>	<p align="center">3</p>

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		<p>code/link for the pre-tests prior to the training and another QR code of the post-test evaluation surveys after the training.</p> <p>Feedback from the training evaluations will include 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 trainings can be improved.</p> <p>The annual PPS will sent via email in spring each year to all cohort participants to gain feedback regarding the quality and effectiveness of REACH MS training and coaching.</p> <p><b><u>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.</u></b></p> <p>The VT SPDG State Implementation Team (SIT) will look at and analyze data sources at monthly meetings to determine adjustments that need to be made.</p>	
<p><b>B(5) Training</b></p>	<p><b>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.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported.</li> <li>2. Description of how administrators are trained and coached to support implementers and coaches.</li> <li>3. Description of supports for creating implementation teams at the building and district or local program levels.</li> </ol>	<p><b><u>1. Expectations for the role of building, district, and regional administrators in project implementation, including how coaches will be supported:</u></b></p> <p>Regional CIS and 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.</p> <p>Data gathered from observations, training fidelity data, training evaluations, and yearly PPS were used to:</p> <ul style="list-style-type: none"> <li>● Provide specific areas of focus for coaching plans, as it relates to identified areas of need.</li> <li>● Identify ongoing professional learning needs of Goal 2 trainers.</li> <li>● Modify training content, processes, and structure.</li> <li>● Provide guidance to the VT SPDG SIT in the development of additional content and skilled focused trainings.</li> </ul> <p><b><u>2. How are administrators trained and coached to support implementers and coaches?</u></b></p> <p>Administrative leaders agree to participate in all Pyramid Model training modules as well as use the EIPPF and TPITOS to support sustainability for the Part C practice-</p>	<p align="center">3</p>

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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		<p>based coaches and providers. Additional training and coaching topics for CIS/EI administrators will include:</p> <ul style="list-style-type: none"> <li>● Aligning initiatives to vision and other CIS/EI priorities.</li> <li>● Securing support and resources for implementation.</li> <li>● CIS/EI leadership participants make improvements on their training and coaching processes</li> <li>● Evaluating fidelity of implementation.</li> <li>● Using data for continuous improvement.</li> <li>● Utilizing practice-based coaching</li> </ul> <p><b><u>3. Supports for creating implementation teams at the building and district or local program levels:</u></b></p> <p>An expectation of participation is to assemble a Regional Administrative Leadership team comprised of, at minimum, the CIS and EI regional coordinator/managers along with practice-based coach(es). The Regional Administrative Leadership team will receive support from the VT SPDG SIT on how to provide necessary support and guidance to regional CIS/EI participants.</p>	
<p><b>B(6) Training</b></p>	<p><b>Training outcome data are collected and analyzed to assess participant knowledge and skills.</b> Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of training outcome measure(s).</li> <li>2. Description of procedures to collect pre- and post-training data or other method(s) for assessing knowledge and skills gained from training.</li> <li>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).</li> </ol>	<p><b><u>1. Identification of training outcome measure(s).</u></b></p> <p>Training outcomes vary by content area addressed, but the training outcomes listed below address outcomes across all content areas.</p> <ul style="list-style-type: none"> <li>● Distinguishing team roles and responsibilities.</li> <li>● Identification of critical components of evidence-based interventions.</li> <li>● Implementation protocols.</li> <li>● Utilization of specific data for continuous improvement.</li> <li>● Increased use of data to inform implementation.</li> <li>● Identification of intervention specific fidelity of implementation tools and evaluation measures.</li> </ul> <p><b><u>2. Description of procedures to collect pre-and post-training data or another kind of assessment of knowledge and skills gained from training:</u></b></p> <p>Face-to-face and virtual training participants will be provided a QR code and/or survey link to complete pre- and post-test evaluation surveys. Trainers will provide the QR code/link for the pre-tests prior to the training and another QR code of the post-test</p>	<p align="center">3</p>

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		<p>evaluation surveys after the training.</p> <p>Feedback from the training evaluations will include 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 trainings can be improved.</p> <p>A link to the annual PPS will be sent via email in spring each year to all cohort participants to gain feedback regarding the quality and effectiveness of REACH MS training and coaching.</p> <p><b><u>3. How were training outcome data were used to make appropriate changes to the training and to provide further supports through coaching.</u></b></p> <p>Data and responses from the pre/post training evaluation surveys, the PPS, and fidelity tools will be examined to consider any needed changes to trainings for the following year. 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 be used formatively to address needs across the project and implement changes where necessary.</p>	
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PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
C(1) Coaching	<p><b>Accountability for the development and monitoring of the quality and timeliness of SPDG coaching services.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead person(s) accountable for coaching services. Please include name and position/title.</li> <li>2. Description of the lead person(s) role and responsibilities for promoting high quality and timely coaching services.</li> </ol>	<p><b><u>1. Lead person(s) accountable for coaching services. Please include name and position/title:</u></b></p> <p>The VT SPDG Director, Meg Porcella, the SSS Division Assistant Director, is accountable for ensuring the coaching is being conducted according to the VT SPDG PD plan and is meeting the timelines and expectations of the project plan.</p> <p><b><u>2. Lead person(s) role and responsibilities for promoting high quality and timely coaching services:</u></b></p> <p>The VT SPDG Director, in coordination with the Goal 1 PD provider and the Part C ACT, will promote high-quality and timely coaching services. The SPDG Director will observe each coacher at least one time per calendar year using the Coaching Observation Checklist (discussed in more detail in C(2)). The VT SPDG Director and the VT SIT will also use data from the annual PPS and other formative data to monitor, and improve as necessary, the coaching provided by the Goal 2 PD provider.</p>	3
C(2) Coaching	<p><b>Coaches use effective coaching practices to increase innovation fidelity.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>● <i>Note: This description may take the form of a coaching service delivery plan.</i></li> </ul> </li> <li>2. Description of how coaching process is captured and connected to impact on fidelity of the innovation. <ul style="list-style-type: none"> <li>● <i>Note: These data may be collected in a coaching log.</i></li> </ul> </li> </ol>	<p><b><u>1. Coaching process, including coaching strategies, frequency, how feedback is provided, use of data within the coaching process, and how coaching effectiveness is measured:</u></b></p> <p>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 will be developed this summer The coaches will provide monthly coaching to participating Cohort sites, supporting their creation and implementation of continuous improvement/action plans.</p> <p><b><u>2. How is your coaching process captured and connected to impact on fidelity of the innovation?</u></b></p> <p>The SPDG Director will use the Coaching Activity Checklist, a nationally recognized</p>	3



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		<p>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 the VT SPDG PD 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 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.</p> <p>Reference: (Brussow, J.A., Gaumer Erickson, A.S., Noonan, P., &amp; Jenson, R. (2013). Coaching Observation Checklist. Lawrence, KS: University of Kansas, Center for Research on Learning)</p>	
<p><b>C(3) Coaching</b></p>	<p><b>Coaching outcome data are collected and analyzed to assess participant knowledge and skills.</b> Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of how coaching is monitored for fidelity to content and quality.</li> <li>2. Description of how coaching fidelity data are used to identify potential training and coaching for coaches.</li> <li>3. Description of procedures to assess the knowledge and skills gained by those who are coached.</li> <li>4. Description of how coaching outcome data are analyzed by the SPDG team.</li> <li>5. Description of how coaching outcome data are used as part of feedback loops among trainers, coaches, and coaching recipients.</li> </ol>	<p><b>1. <u>How is coaching monitored for fidelity to content and quality?</u></b></p> <p>The SPDG Director will evaluate each coach at least once per year using the Coaching Observation Checklist. When available data from the Coaching Observation Checklist will be reviewed by the SPDG State Implementation Team to monitor coaching quality and fidelity.</p> <p><b>2. <u>How is coaching fidelity data used to identify potential training and coaching for coaches?</u></b></p> <p>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, as indicated by data.</p> <p><b>3. <u>Procedures to assess the knowledge and skills gained by those who are coached:</u></b></p> <p>. Data from the annual Participating Personnel survey will gather participants' perceptions about the impact of SPDG coaching on changes in their knowledge and skills of Pyramid Model practices.</p> <p><b>4. <u>How are coaching outcome data analyzed by the SPDG team?</u></b></p> <p>Data and responses from the PD log entries, participant surveys, and relevant implementation and fidelity tools will be examined during the monthly SIT meetings. These meetings will include the Goal 2 PD provider, the VT SPDG Director, and the</p>	<p>3</p>

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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		<p>external evaluator, at a minimum. These data will be used formatively to address needs across the project and implement changes where necessary.</p> <ul style="list-style-type: none"> <li>● Data gathered and analyzed from the PD Log will provide information on the coaching focus, coaching recipients, amount of time spent coaching, types of coaching strategies used, and barriers and successes.</li> <li>● The PPS will provide data on the perception of the efficacy and barriers related to coaching.</li> <li>● Fidelity of implementation data will provide information about the degree of behavior changes in adults and if coaching was aligned with the implementation of evidence-based intervention.</li> <li>● Infant and toddler outcome data will be correlated with fidelity of implementation data to examine the degree to which high levels of implementation of the evidence-based intervention impacts infant and toddler outcome.</li> </ul> <p>5. <b><u>How are coaching outcome data used as part of feedback loops among trainers, coaches, and coaching recipients?</u></b></p> <p>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 PD log results. Successes and barriers experienced by participating Cohort sites will be shared with VT AOE leadership in order to replicate successful practices, and to seek resources and solutions for any barriers.</p>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**  
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PD domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Projects self-rating
D(1) Data Systems that Support Decision Making	<p><b>Accountability for the system of measuring and reporting of innovation fidelity and student outcomes.</b>            Required elements:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Description of the data expertise, role and responsibilities of the identified lead person(s).</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Lead person(s) accountable for measuring and reporting fidelity to the innovation and related student outcomes – include name and position/title:</u></b>             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.</li> <li>2. <b><u>Data expertise, role and responsibilities of the identified lead person(s):</u></b>             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:           <ul style="list-style-type: none"> <li>● Support the VT SPDG Director in the use and analyses of the implementation fidelity tools.</li> <li>● Meet regularly with the VT SPDG Director to review output, fidelity, and outcome data, as well as progress toward project goals.</li> <li>● Collect and report on professional learning output data (i.e., number and type of training, coaching, etc.) through the VT SPDG PD Log.</li> <li>● Report on progress toward performance measure targets and project outcomes.</li> <li>● Communicate with the VT SPDG Director and other VT SPDG service providers on the PD Log and other data collection activities, data indicating barriers to coaching and implementation, and any other issues.</li> <li>● Implement pre/post-training evaluation surveys, focus groups, and interviews, the annual participant survey, and other data collection activities as needed.</li> <li>● Analyze data and communicate results during monthly VT SPDG State Implementation Team as well as the quarterly SPDG Project meetings.</li> </ul> </li> </ol>	3
D(2) Data Systems that Support	<p><b>Coherent data systems are in place at all education levels (SEA, regional, LEA, school).</b>            Required elements:</p>	<ol style="list-style-type: none"> <li>1. <b><u>Key data sources analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</u></b>             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</li> </ol>	2

## VT SPDG Goal 2: SPDG Evidence-based Professional Development Components

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<p><b>Decision Making</b></p>	<ol style="list-style-type: none"> <li>1. Description of key data sources are analyzed to connect training and coaching to fidelity of the innovation and then child outcomes:</li> <li>2. Description of how targets/benchmarks are set for the various types of data.</li> <li>3. Description of how data collection guidance (e.g., procedures, timelines) is provided to professional development sites and participants.</li> <li>4. Description of how teams are trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data.</li> </ol>	<p>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.</p> <p><b>Data Sources:</b></p> <p><b>TPITOS</b> - 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. Focusing on teacher practices and classroom environment variables, TPITOS measures how well a program's staff is fostering responsive, nurturing relationships with children and promoting strong social-emotional development in their earliest years.</p> <p><b>EIPFFI</b>- In addition, Early Interventionists will use the EIPFFI to address early childhood practitioners serving infants and toddlers.</p> <p><b>2. <u>How are targets/benchmarks set for the various types of data?</u></b></p> <p>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.</p> <p>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..</p> <p><b>3. <u>How is data collection guidance provided to professional development sites and participants?</u></b></p> <p>The SPDG Director along with the external evaluator will develop and share a schedule of data collection benchmarks and deadlines as well as provide training as needed to support participants' access to online surveys and logs. The external evaluator has created an Evaluation Manual which includes critical information for each set of data sources and instruments used for the project. Information included: description of the instrument, timeline for dissemination, who should be completing the instrument. The contact information for the trainers, coaches and external evaluators were is also</p>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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		<p>made available for questions and additional guidance. An abbreviated, one-page version of the Evaluation Manual provides district and school personnel with the required data submission processes. Data collection procedures will also be reviewed regularly as part of Goal 2 training and coaching activities.</p> <p><b>4. <u>How are teams trained and coached to use training/coaching, fidelity of the innovation, and child outcomes data?</u></b></p> <p>Participating teams will be trained as part of their training and coaching PD activities. The trainers and coaches will receive information during monthly SIT team meetings at a minimum.</p> <p>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 Component B and C, earlier in this worksheet, and in the methods described below:</p> <ul style="list-style-type: none"> <li>● Goal 2 coaches will review current CIS/EI data, analysis procedures and practices, and provided feedback to regional teams on the efficacy of their practices and suggestions for improvement, if needed.</li> <li>● 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.</li> </ul>	
<p><b>D(3) Data Systems that Support Decision Making</b></p>	<p><b>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).</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of how data are compiled and communicated in usable format(s) with various audiences/stakeholders (e.g., communication protocol).</li> </ol>	<p><b>1. <u>How are data compiled and communicated in usable format(s) with various audiences/stakeholders?</u></b></p> <p>Data from the evaluation surveys and fidelity tools will be analyzed by the external evaluator, who will produce a full evaluation report and a one-page summary 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 State Leadership Team, the VT AOE, and OSEP Project Officer).</p> <p>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.</p>	<p align="center">3</p>

**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**

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	<p>2. Description of how feedback loops function to inform improvement across multiple levels (State, regional, local, community, and other agencies).</p> <p>3. Description of how fidelity and child outcome data inform modifications to project plans and processes.</p>	<p><b>2. <u>How do feedback loops function to inform improvement across multiple levels?</u></b></p> <p>These data will be 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.</p> <p><b>3. <u>How do fidelity and child outcome data inform modifications to project plans and processes?</u></b></p> <p>Data will also be used to consider any needed changes to trainings for the next school 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 training 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:</p> <ul style="list-style-type: none"> <li>● Modifying or adding evidence-based trainings.</li> <li>● Revising action and coaching plan processes.</li> <li>● Identifying training for Goal 2 trainers/coaches to attend to improve coaching, training skills, and knowledge.</li> <li>● Identifying additional training for site-based teams.</li> </ul>	
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**VT SPDG Goal 2: SPDG Evidence-based Professional Development Components**  
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

Professional development (PD) domains	PD components <i>(with required elements the description should contain)</i>	Project Description <i>(please provide after each bullet)</i>	Project's self-rating
E(1) Systemic Leadership Supports	<p><b>Accountability for the technical and adaptive leadership of the project at the state level.</b></p> <p>Required elements:</p> <ol style="list-style-type: none"> <li>1. Identification of the lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title.</li> <li>2. Engages in regular communication with the leads for training, coaching and data systems,</li> <li>3. Promotes the effective use of evidence based professional development components,</li> <li>4. Problem solves challenges to innovation implementation,</li> <li>5. Recognizes effort and successes, and</li> <li>6. Develops and/or refines state policies or procedures to support the sustainability of evidenced based professional development components.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Lead persons responsible for (1) technical leadership and (2) adaptive leadership – include names and position/title:</u></b>  <p>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 PD related to technical and adaptive leadership for CIS/EI administrators will be provided by the VT SPDG Goal 2 PD provider.</p> </li> <li>2. <b><u>How does this person ensure there is regular communication with the leads for training, coaching and data systems?</u></b>  <p>In addition to facilitating monthly SIT meetings the SPDG Director uses online communication tools such as Microsoft Teams, a Google Drive, and email for written communication, ad hoc meetings, and being responsive to the needs of the PD providers, the external evaluator, and other stakeholders. Other methods of communication include:</p> <ul style="list-style-type: none"> <li>• Monthly SIT meetings and bi-weekly check-ins with project partners.</li> <li>• Quarterly evaluation meetings with the VT SPDG Director, the external evaluator and the Goal 2 providers.</li> <li>• Annual performance evaluations will be used to examine individual training, coaching, and data.</li> </ul> </li> <li>3. <b><u>How does this person promote the effective use of evidence based professional development components?</u></b>  <p>The 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 will use when developing, communicating, and evaluating Goal 2 professional learning activities and outcomes.</p> </li> <li>4. <b><u>How does this person problem solve challenges to innovation implementation?</u></b>  <p>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 the Goal 2 PD providers and participating personnel remotely (via audiovisual</p> </li> </ol>	2

**Goal 2 (Project Achieve): SPDG Evidence-based Professional Development Components**  
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		<p>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.</p> <p><b>5. <u>How does this person recognize effort and successes?</u></b></p> <p>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.</p> <p><b>6. <u>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?</u></b></p> <p>The SPDG Director is part of the AOE’s leadership team as well as part of the SSS Division leadership. 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 and EI practitioners. The Part C ACT will approach refining policies using PDSA cycles of improvement.</p>	
<p><b>E(2) Systemic Leadership Supports</b></p>	<p><b>Leadership systems are in place to build state-level capacity and promote project sustainability.</b>                  Required elements:</p> <ol style="list-style-type: none"> <li>1. Description of how project leadership analyzes feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation.</li> <li>2. Description of processes for revising policies and procedures to support a new way of work (e.g., communication protocol that supports decision making).</li> <li>3. Description of collaborative efforts with other state offices, departments, and outside agencies to promote the work of the project, align initiatives, and</li> </ol>	<p><b>1. <u>How does project leadership analyze feedback regarding barriers and successes to identify and make necessary changes to alleviate barriers and facilitate implementation?</u></b></p> <p>Feedback survey data from logs and 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 SIT, the Part C ACT, our OSEP Project Officer, and other stakeholders to celebrate areas where participants and PD providers were satisfied with the training provided and to develop improvement strategies for areas with lower ratings.</p> <p><b>2. <u>What are the processes for revising policies and procedures to support a new way of work?</u></b></p> <p>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 Goal 1 PD provider. We have scheduled monthly meetings, and the VT SPDG Director is available on an as needed basis to work with the Goal 2 PD providers and participating personnel to glean information and data that aren’t captured elsewhere.</p>	<p align="center">2</p>



**Goal 2 (Project Achieve): SPDG Evidence-based Professional Development Components**

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	<p>support improved outcomes for children with disabilities.</p>	<p>3. <b><u>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?</u></b></p> <p>The SPDG Director collaborates regularly with the Part C ACT. Additional local partners directly involved in SPDG implementation include regional CIS providers, the University of Vermont (UVM), and VT's Parent Training Information Center, the Vermont Family Network (VFN, (VT's PTI)). The VFN will support efforts in each SPDG Goal to:</p> <ul style="list-style-type: none"> <li>● extend their reach to impact infants and toddlers, preschool-age children, students, parents, and families.</li> <li>● advise the SIT on practices to best impact the families of students with disabilities,</li> <li>● assist in the identification of other local parent organizations to partner with and disseminate information through.</li> </ul> <p>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.</p>	
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