PENNSYLVANIA

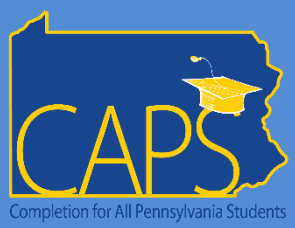
Part B

State Systemic Improvement Plan

Phase II

April 1, 2016

CAPS
Completion for All Pennsylvania Students



Pennsylvania
State Systemic Improvement Plan
Phase II

Executive Summary

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires states to develop a State Performance Plan (SPP) describing how the state will implement the requirements and purposes of the Act and improve outcomes for students with disabilities. The SPP requires States to develop a State Systemic Improvement Plan (SSIP) that has been designated as Indicator 17. The SSIP is a comprehensive, ambitious, yet achievable multi-year plan for improving results for students with disabilities. The plan is submitted to the United States Department of Education (USDE), Office of Special Education Programs, in accordance with the timelines below.

Phase I (Submitted April 2015)

The Pennsylvania Department of Education's Bureau of Special Education (BSE) collaborated with multiple stakeholders to select a focus for its SSIP. This focus area is called a State Identified Measurable Result (SIMR). Pennsylvania selected increasing the graduation rate for students with disabilities as its SIMR.

To achieve results for students, the USDE expects states to adopt and implement innovative, evidence-based practices (EBPs), otherwise referred to as Coherent Improvement Strategies. The BSE, in collaboration with stakeholders, identified seven coherent improvement strategies that lead to higher graduation rates.

The BSE established partnerships with a number of Local Educational Agencies (LEAs) to implement its SSIP. High quality training and technical assistance is being offered to schools through this partnership and lessons learned are being shared with all LEAs in the commonwealth to promote statewide building capacity. Following a comprehensive assessment of student needs, selected strategies are being implemented by the SSIP learning sites.

BSE is also partnering with the federally funded Community Parent Resource Center *Hispanos Unidos para Niños Excepcionales* (HUNE). Community and mentoring materials and resources developed through this partnership will be shared with other organizations.

Phase II (Submitted April 2016)

The focus of Phase II is on building State capacity to support LEAs with the implementation of EBPs that will lead to measurable improvement in the SIMR for student with disabilities. Phase II builds on the data and infrastructure analyses, Coherent Improvement Strategies, and the theory of action developed in Phase I.

This document represents Phase II of the plan and includes information regarding (1) infrastructure development, (2) support for LEA Implementation of EBPs, and (3) evaluation.

Indicator 17: State Systemic Improvement Plan

Data and Overview

Monitoring Priority: General Supervision

Results Indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Historical Data and Targets

Historical Data

FFY	2013	2014
Target ≥		64.90%
Data	64.90%	64.01%

Explanation of Changes

The FFY 2013 baseline reported in the state's April 1, 2015 Phase I SSIP was derived by calculating the overall graduation rate of the 12 learning sites scheduled to participate in the SSIP. In July 2015, one of these 12 sites informed the BSE that it would not be able to fulfill its obligations and was withdrawing. An alternate site was substituted, causing a change in the FFY 2013 baseline, from 63.5% to 64.90%. Targets were revised with stakeholder input, as described below.

FFY 2014 Performance

The target for FFY 2014 is 64.90%, while the performance for the learning sites was 64.01%. Therefore, the target for this indicator was not met for FFY 2014.

When examining the SSIP's impact on achieving targets it is important to recognize that implementation of the SSIP's coherent improvement strategies began in the latter part of the 2015-16 school year. Therefore, the FFY 2014 performance on targets is largely unrelated to the SSIP efforts currently underway.

FFY 2015 – FFY 2018 Targets

FFY	2015	2016	2017	2018
Target ≥	64.90%	64.90%	66.40%	67.90%

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☒Enter additional information about stakeholder involvement

At a Special Education Advisory Panel meeting, the panel was informed that one learning site had withdrawn from participation in the SSIP. SEAP was provided with the recalculated baseline and proposed targets based on the substitution of an alternate learning site. After discussing these proposed targets, the panel recommended that the decision rules it had previously recommended for target setting for this indicator remained appropriate. The targets presented above reflect these decision rules.

PHASE II, COMPONENT 1: INFRASTRUCTURE DEVELOPMENT

Introduction

Increasing the graduation rate of students with disabilities is a priority of the Pennsylvania Department of Education (PDE). As part of this commitment, PDE is making the following major improvements to the State infrastructure to better support Local Education Agencies (LEAs) and build statewide capacity for use of Evidence-Based Practices (EBPs) to improve results for students with disabilities:

- alignment of the PDE Educator Dashboard Early Warning System (EWS) Initiative and Pennsylvania's Part B SSIP;
- alignment of the ESEA Title I Academic Recovery Liaisons (ARLs) Initiative and Pennsylvania's Part B SSIP;
- alignment of SPP/APR Indicators 1 (graduation rates) and 17 (SSIP) through compliance monitoring and SSIP Action Plans; and
- exploration of alignment of Part C and Part B SSIPs.

1(a) Specify improvements that will be made to the State infrastructure to better support LEAs to implement and scale up EBPs to improve results for children with disabilities.

Activities Selected to Improve the State Infrastructure and How They Improve the State's Ability to Support LEAs

Alignment of the PDE Educator Dashboard EWS Initiative and Pennsylvania's Part B SSIP

The PDE Educator Dashboard EWS is a free, voluntary tool available to all LEAs in the commonwealth. Building on existing Pennsylvania Information Management Systems (PIMS) functionality, the dashboard provides a specific lens through which LEAs are able to:

- identify students with risk factors that impact the likelihood of school completion;
- build a library of EBPs;
- increase community partnerships and support schools;
- set goals for student achievement; and
- improve student success rates.

The PDE Educator Dashboard EWS is based on the Ed-Fi Dashboard model. This model is a partnership of education agencies across the country where alliance members collaborate to share insights and lessons learned.

PDE engaged Dr. Robert Balfanz of Johns Hopkins University's *Everyone Graduates Center* to guide the development of the PDE Educator Dashboard EWS. Dr. Balfanz, a national leader of research on dropout prevention, focuses on data-based factors that identify students who are at risk for dropping out.

The PDE Educator Dashboard EWS based the development of its Early Warning metrics on research provided by Dr. Balfanz and lessons learned from prior implementations. The PDE Educator Dashboard EWS focuses on the ABC's of Early Warning Indicators:

- Attendance,
- Behavior (i.e., State reportable offenses and school code of conduct offenses), and
- Course Performance (i.e., grades in English Language Arts and Mathematics).

The PDE Educator Dashboard EWS puts relevant, real-time data in the hands of educators and families working with all students, including students with disabilities, in schools. Time saving information is presented in a single, user-friendly platform to assist educators in making data-based decisions. Student success is expected to increase as educators make use of the information provided by the PDE Educator Dashboard EWS.

The first Coherent Improvement Strategy selected by Pennsylvania for its SSIP specifies that LEAs will utilize data systems to identify, inform, monitor, and increase the graduation rate of students with disabilities. SSIP learning sites were required to select an EWS. Learning sites were given the following choices: (1) use the PDE Educator Dashboard EWS, (2) use an LEA-selected EWS Dashboard, or (3) make revisions to their current data system to identify students with disabilities who are off-track for graduation. The majority of learning sites elected to use the PDE Educator Dashboard EWS.

SSIP consultants from the Pennsylvania Training and Technical Assistance Network (PaTTAN) are now actively collaborating with PDE Educator Dashboard EWS staff to support those learning sites that selected the PDE Dashboard during the training and technical assistance (TA) opportunities offered to LEA data managers, technology staff, and professional staff.

For the learning sites that selected to use or revise their own EWS system, PDE Educator Dashboard EWS staff and PaTTAN SSIP consultants worked together to ensure that those systems were identifying students with disabilities who are off-track using the PDE Educator Dashboard EWS metrics (see Table 3.6 in Component 3 of this plan).

During SSIP Phases I and II, PDE designed multiple presentations, resources for families, and training materials with voiceover narratives of the seven Coherent Improvement Strategies, including how to use an EWS. The voiceover narratives are also closed captioned. BSE collaborated with other PDE bureaus for development of the training materials. Information and resources are available on Pennsylvania's SSIP webpage, at www.pattan.net.

The SSIP Core Workgroup and PaTTAN SSIP consultants conducted multiple presentations and guided discussions at state and national conferences during Phases I and II of this plan to build statewide capacity for use of EBPs, including EWS. Please see Appendix 1 for the dates, conferences, and presenters of the SSIP state and national sessions.

Alignment of ESEA Title I ARLs Initiative and Pennsylvania's Part B SSIP

ARLs are educational leaders who share their expertise and knowledge in an effort to improve education in Pennsylvania's lowest performing schools. They play an important role in improving student performance by working with Title I Priority School leaders to identify and leverage resources available through Pennsylvania's Intermediate Units (IUs), PaTTAN, Institutions of Higher Education, and other education associations, groups, and consortia.

School improvement strategies focus on the effective use of data, implementing college and career ready standards through the alignment of curriculum and assessments, employing educator effectiveness protocols, creating a positive school climate, and increasing family engagement. The focus of the work of ARLs is to make effective use of resources, including staff, time, and money.

ARLs work under the direction of the PDE's Bureau of Curriculum, Assessment, and Instruction. Their key roles and responsibilities include:

- coach and collaboratively work with schools, LEAs, and the PDE to identify resources and EBPs to support Title I Priority Schools;
- assist school leadership in the selection of EBPs aligned to the needs identified through root cause data analysis;
- collaborate with school leaders to design systems and structures to support best practices for accelerating student learning;
- partner with district and school staff on effective implementation of school improvement initiatives;
- make school site visits to Title I Priority Schools to monitor school improvement initiatives;
- provide and participate in professional learning opportunities, including monitoring instructional practices, student learning, and school improvement plan implementation; and
- work with IUs to develop a Comprehensive Plan for improving student learning.

The ARLs initiative staff and the PaTTAN SSIP consultants are now actively collaborating to ensure that PDE offers a unified TA and Professional Development (PD) system to better support LEAs and build statewide capacity for EBPs to improve results for students with disabilities who are off track for graduation. Examples of this PDE improvement to the infrastructure include:

- comprehensive planning for schools in LEAs identified as Title I Priority Schools (There are two SSIP learning sites with ARLs assigned. Multiple conversations and meetings were held to ensure that the SSIP team worked in collaboration with the assigned ARL. A formal communication was sent to both LEAs establishing this collaboration. The work included revising the learning sites' improvement plans to include the SSIP work, rather than creating a separate plan for students with disabilities.);
- alignment of ARLs and SSIP TA at the building level: Both PDE initiatives are currently coordinating the onsite TA;
- PaTTAN SSIP consultants training and sharing resources with the ARLs; and
- ARLs training and sharing resources with the PaTTAN SSIP consultants.

Alignment of SPP/ APR Indicators 1 and 17 though Compliance Monitoring and SSIP Action Plans

As described in Pennsylvania's SPP/APR, the BSE carries out its federal and state general supervisory responsibilities in part through a comprehensive system of monitoring that includes cyclical, target and focused approaches. Approximately one-sixth of the state's LEAs participate annually in onsite cyclical monitoring. The process includes examination of data, compliance, and student outcomes. One of the areas reviewed is the LEA's outcomes for graduation and dropout. An LEA that does not meet SPP/APR targets for graduation and/or dropout is required to develop and submit an Improvement Plan (IP) for approval by the BSE. Implementation of the IP is then monitored by the BSE.

Beginning in Phase II of the SSIP, BSE has added an enhancement to this process. When an LEA is determined to require an IP for graduation and/or dropout the BSE will directly involve the PaTTAN SSIP consultants assigned to the region where the LEA is located for TA in developing the IP. This will ensure that information about EBPs and other resources from the learning sites are shared with LEAs that have been determined to need improvement. This new initiative is anticipated to reach approximately 20 additional LEAs each year, which will not only lead to improved outcomes in those LEAs but is expected to positively impact the state's performance on SPP/APR indicator 1.

Exploration of Alignment of Part C and Part B SSIPs

- Part C SIMR: Infants, toddlers and preschoolers with IFSP/IEPs will demonstrate the social relationship and early language/literacy skills needed to succeed in home, community, early childhood, and school settings.
- PART B SIMR: Pennsylvania will increase the graduation rate for students with disabilities.

Pennsylvania is exploring future opportunities for collaboration which might include the use of unique student identifiers to determine if children with disabilities who received Early Intervention services have a lower risk of being off-track for graduation later in life. Part C and Part B SSIP teams presented overviews of their SSIPs to the Pennsylvania State Interagency Coordinating Council (SICC) in August 2015. The goal was to explore the alignment and start making connections among both SSIPs.

How changes in State Infrastructure Support LEAs in Implementing the Coherent Improvement Strategies and Activities

See the above descriptions of infrastructure alignment.

1(b) Identify the steps the State will take to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact children with disabilities.

Changes Made to Current Initiatives and Improvement Plans to Further Align and Leveraging Them Across the SEA

In addition to the improvements to the State infrastructure to better support LEAs and build statewide capacity for EBPs to improve results for student with disabilities described in section 1(a), PDE has identified additional opportunities to further align and leverage current improvement plans and initiatives, including general and special education, which will positively impact students with disabilities who are off track for graduation.

ESEA Comprehensive Plan for Improving Student Learning

- PDE improvement plans are now located in one location under one plan. This is a single, streamlined, yet systematic, comprehensive planning process and plan management system for LEAs in Pennsylvania to ensure that:
- LEAs and their schools are using the same proven planning practices;
- all planning is collaborative, coordinated, and representative of the participation of all stakeholders;
- school-level data analysis informs district-level planning; and
- LEA resources and activities directly support school improvement.

- The LEAs' Special Education Plan has been consolidated as part of this tool. The SSIP Action Plan is also aligned to this tool at the learning sites.

Adoption of the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) Implementation Framework

All SSIP learning sites are using this framework, adopted from the NDPC-SD. The implementation framework includes the SSIP action plan.

Alignment of BSE/PaTTAN Initiatives to SSIP Action Plans

BSE/PaTTAN initiatives are collaborating to support the SSIP. The goal of this collaboration is to deliver TA and PD based on specific needs of students with disabilities who are off-track for graduation. Examples of state initiatives' collaboration include MTSS Academic, MTSS Behavior, Family Engagement, and Secondary Transition initiatives. When improvement plans are needed for specific LEAs, the SSIP Action Plan is reviewed with the LEA as a tool to increase graduation rates of students with disabilities.

1(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.

Structure of Implementation Teams

PDE is in charge of implementing the changes to infrastructure needed to support LEAs in implementing EBPs via implementation teams, i.e., SSIP Internal Workgroup and the SSIP Core Workgroup. The SSIP Implementation teams work in unison to ensure the effectiveness of the SSIP.

SSIP Internal Workgroup: This team includes multiple PDE Bureaus, Offices, Divisions, and Initiatives, under the supervision of the Secretary and Deputy Secretary of Education. The team is comprised of representatives from the BSE, as well as the Bureau of Curriculum, Assessment, and Instruction (i.e., Title I, the PDE Educator Dashboard EWS, Migrant Education, ARLs, Homeless Education). Additional information about the SSIP Internal Workgroup is found in the evaluation component of this plan.

SSIP Core Workgroup: This team includes the BSE Director, Part B Data Manager, SPP/APR/SSIP consultant, SPP/APR/SSIP research and evaluation consultant, and SPP/APR/SSIP TA and PD specialist. For Phase II, an external evaluator was added to this group to support the development of the evaluation plan. Additional information about this workgroup is found in the evaluation component of this plan.

Resources Required to Achieve Expected Outcomes

The following resources have been identified to support the improvements to the State infrastructure and achieve expected outcomes:

- PDE/BSE leadership;
- PaTTAN SSIP Consultants;
- fiscal support for SSIP learning sites;
- fiscal support for HUNE partnership;
- fiscal support for external evaluation;
- SSIP webpage resources;
- Standards Aligned System (SAS) Resources;
- SSIP Implementation Framework/SSIP Action Plan;
- PDE Comprehensive Planning Tool; and
- Training and TA for the PDE Educator Dashboard EWS.

Timelines for Completing Changes to Infrastructure and Building Capacity to Support LEA Programs

As a result of making the above-described improvements to the State infrastructure, PDE will better support LEAs as they implement EBPs. The improvements will build statewide capacity to increase graduation rates of students with disabilities and decrease risk factors that impact the likelihood of school completion.

Table 1.1 documents the activities and timelines followed during Phase II for the improvement efforts to the infrastructure.

Table 1.1 Activities and Timelines Improvement Efforts to the Infrastructure						
Activities	**July 2014 to June 2015**	**July 2015 to September 2015**	**October to December 2015**	**January to March 2016**	**April to June 2016**	**July to September 2016**
Collaboration/alignment with PDE Educator Dashboard EWS	X	X	X	X	X	X
Collaboration/alignment with ARLs (ESEA TA and PD, Title I Priority Schools)		X	X	X	X	X
Alignment of Indicators 1 and 17 – compliance monitoring improvement plans		X	X	X	X	X
Exploration of alignment Part C and Part B SSIPs			X	X		

1(d) Specify how the State will involve multiple offices within the State educational agency (SEA), as well as other State agencies in the improvement of its infrastructure.

Promoting Collaboration within the SEA and among Other State Agencies to Improve Infrastructure

PDE uses several mechanisms to involve multiple offices and State agencies in the improvement of its infrastructure. PDE is working with NCSI to ensure that the *Leading by Convening Framework* is available when involving multiple offices and agencies. The framework was developed with the support of the IDEA Partnership. As noted in Appendix 1 of this plan, PDE/BSE collaborated and presented this framework at various national conferences and webinars, and participated in the final design of the rubric to align it to the SSIP efforts, including the SSIP evaluation.

This *Leading by Convening Framework* includes the following habits: coalescing around issues, ensuring relevant participation, and doing work together. Each habit is further examined to describe three elements of collaboration: establishing habits of interaction, elements of interaction, and depth of interaction.

The coalescing around issues tools and learning activities in the *Leading by Convening Framework* have been of great benefit to PDE when working with stakeholders. Activities such as *Four Simple Questions* and *Engaging Everybody* have helped PDE involve multiple offices within the SEA, as well as other State agencies in the improvement of its infrastructure. The framework has also helped PDE improve the

quality of the stakeholder involvement by moving from informing levels (i.e., one-way communication) to networking level (i.e., two-way communication).

Reference

Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by Convening: A Blueprint for Authentic Engagement*. Alexandria, VA: National Association of State Directors of Special Education.

PHASE II, COMPONENT 2: SUPPORT FOR LEA IMPLEMENTATION OF EVIDENCE-BASED PRACTICES (EBPS)

Introduction

Pennsylvania is supporting LEAs in implementing EBPs that will result in changes in LEA, school, and provider practices to achieve the SIMR for students with disabilities. Component 2 includes: (1) a description of the evidence used to identify and select EBPs, (2) steps and specific activities needed to implement the Coherent Improvement Strategies, and, (3) how Pennsylvania is involving multiple offices within the SEA to support LEAs in scaling up and sustaining EBPs once they have been implemented with fidelity.

2(a) Specify how the State will support LEAs in implementing the evidence-based practices that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for Children with Disabilities.

Evidence Used to Select Evidence-Based Practices

Pennsylvania worked in collaboration with the NDPC-SD for the identification and selection of the Coherent Improvement Strategies. Consideration when selecting EBPs included reviewing research from available meta-analyses, reported effect sizes and citations from studies that have employed systematic empirical methods, rigorous data analyses, and use of measurements or observational methods that have yielded reliable and valid data. The State provided a description of the criteria used to select EBPs within its SSIP training and TA materials. Additional information about the criteria was also included in the Coherent Improvement Strategies section of the SSIP Phase I plan. A training module and continuum of implementation resources have been developed for each Coherent Improvement Strategy and includes the evidence-base for each of the EBPs.

In Phase I, the State also provided a rationale for consideration and adoption of one or more of the selected EBPs based upon the aforementioned criteria. The State referenced that these strategies have been reviewed and endorsed via:

- What Works Clearinghouse, NDPC-SD Monograph, *Decreasing Dropout Rates for Minority Youth with Disabilities from Culturally and Ethnically Diverse Backgrounds* (2014);

- Wilkins & Huckabee *Literature Map for Dropout Prevention Interventions for Students with Disabilities* (2005)*;*

- *On-Track Indicators as a Predictor of High School Graduation* (Allensworth & Easton, 2005*); and*

- *Dropout Prevention: A Practice Guide* (Dynarski, M., et al., 2008).

Aligning Coherent Improvement Strategies and EBPs to (or with) LEA Needs

After the State selected its SIMR, Pennsylvania completed additional data analyses to identify a group of LEAs to serve as learning sites for the SSIP. In order to impact graduation rates at the SSIP learning sites, the State considered the number of students eligible to graduate, the most recent two years of cohort graduation data, and other student demographics, including race/ethnicity.

Additional parameters for selection of sites included whether the LEA was already engaged in other general education and/or special education graduation related initiatives and geographic alignment with PaTTAN regions to maximize the assignment of educational consultants and facilitate local sharing of expertise. The SSIP learning sites are located in the two largest school districts in the state, in a cyber-charter school, as well as suburban and rural areas. SSIP learning sites are also geographically distributed, equally representing the western, central, and eastern areas of the commonwealth.

Pennsylvania adopted the NDPC-SD's five-phase Intervention Framework to implement its SSIP work with these learning sites. The first three phases of the framework (i.e., developing local leadership teams, analyzing data, and identifying target areas for intervention), will help a given LEA identify root causes for low graduation rates for students with disabilities. Each LEA will identify and implement and/or refine one or more EBP based upon a comprehensive review of its EWS that will reflect individual, grade, and systemic needs, resources, and goals.

Assessing Readiness and Capacity for Implementation

The State conducted a needs assessment with each participating LEA through examination of existing EBPs, data systems, current outcomes, and professional learning needs. These analyses were used to help teams identify EBPs for initial adoption, implementation, and/or implementation refinement.

Implementation Drivers Needed to Effect Change

PaTTAN SSIP consultants are highly skilled in the use of implementation science and are coaching LEAs in the use of EBPs. This will result in changes in LEA, school and provider practices to increase graduation rates.

According to the National Implementation Research Network (NIRN), the primary implementation drivers needed to affect change in LEA, school, and practitioner practices include the adoption and implementation of *Competency, Organization, and Leadership* drivers, and therefore should be considered primary focus relative to the

goal of helping schools sustain effective practices toward desired outcomes (Fixsen et al., 2015).

- *Competency drivers* include coaching, training, and the establishment of selection criteria to develop, improve, and sustain fidelity of implementation.

- *Organization drivers* include the establishment of data systems and systems-level intervention, as well as the adoption of administrative practices that are facilitative in nature. These drivers are essential with respect to creating and sustaining hospitable environments within a given organization and/or system.

- *Leadership drivers* pertain to the use of technical guidance and strategies that will help the system become more adaptable and flexible. These drivers will be used by leaders to make informed decisions that result in improved systemic functioning/well-being.

Professional Development Support for High-Fidelity Adoption, Implementation, and Sustainability of Selected Coherent Improvement Strategies and EBPs

High-fidelity adoption, implementation, and sustainability of strategies are associated with treatment fidelity. Treatment fidelity is commonly defined as a set of strategies that may be used to monitor and enhance the accuracy and consistency of an intervention to: (a) ensure it is implemented as planned, and (b) make certain each component is delivered in a comparable manner to all participants over time (Bellig et al., 2004; Detrich, 1999; Dumas, Lynch, Laughlin, Smith, & Prinz, 2001; Lane, Bocian, MacMillian, & Gresham, 2004). Because a critical factor in determining the efficacy, effectiveness, and successful dissemination of an educational practice is ensuring that the practitioners who are responsible for its implementation deliver an intervention with accuracy and conformity, the State will:

- engage in and facilitate rapport building within and among all stakeholders;
- partner with HUNE in developing materials for training and technical assistance targeted to community agencies and families with widespread access across the state;
- provide uniform and/or standardized training and ongoing consultation with experts to evaluate growth in practitioner knowledge, competencies, and applied practice;
- provide regular coaching and consultation with practitioners;
- work with LEAs to consider contextual variables, such as student characteristics, required resources, classroom culture, and similarity to current practice when selecting and implementing EBPs to reduce magnitude associated with change;
- establish a feasible intervention implementation timeline;
- encourage training of additional practitioners toward generalization of applied practices; and

- provide professional development in knowledge and application of Implementation Science using the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center Scaling Up Tools and NIRN's Active Implementation Hub Resources.

In addition and where applicable, the State will: (a) provide uniform training procedures, and (b) consult and convene experts to evaluate treatment consistency across trainers, occasions, and sessions to help control for threats to treatment validity (Hennessey & Rumrill, 2003). The State will also encourage training of additional practitioners, the adoption of a broader systems-level focus to include impact upon a larger student population, and adoption of any other proactive strategies.

The State will ensure that all training provided to LEAs results in knowledge and application of the implementation science to include specific and necessary competencies. Where applicable, training will be standardized to ensure systematic delivery across LEAs to include the assessment of practitioner competency before, during and after training sessions (e.g., pre-post knowledge questionnaires, examination of student products as a function of the intervention, administration, and evaluation of response to instruction and intervention via progress monitoring measures), and throughout the implementation process to ensure a basic level of understanding and performance. LEAs will be encouraged to implement the use of direct observations to compare actual implementation to established criteria, weekly supervision or periodic meetings with implementers, and/or require implementers to reflect on their performance following implementation to contribute to the accurate measurement and enhancement of treatment fidelity. The State will work with the LEA to identify permanent products that may be completed by practitioners during and after training sessions and establish regular opportunities for practitioners to discuss implementation issues.

Finally, the State will work with LEAs to examine to what extent EBPs are being used with an increasing number of students. For example, does evidence exist that trained practitioners are carrying out strategies learned in training in other settings and situations? The State will work with LEAs to identify outcome measures (e.g., EWS analyses, structured interviews, practitioner self-reporting, and/or direct observation) that provide evidence of intervention fidelity, such as a decrease in classroom disruption or increase in family engagement, and establish treatment fidelity guidelines and/or parameters that are feasible and realistic given the uniqueness of each school's context.

State Support for LEAs in Scaling-Up EBPs

The State will help LEAs build capacity for EBPs by: (a) maintaining a focus on the entire system; (b) directing capacity development efforts to appropriate levels; and (c) connecting communication and data systems across these levels (NIRN, 2015). The aforementioned components of effective EBP scaling practices will occur via the establishment of SSIP Leadership Teams.

The State will assist the LEAs in establishing SSIP Leadership Teams that consist of individuals who are highly familiar and skilled with fidelity of implementation of EBPs associated with increasing graduation rates among all students, including students with

disabilities (Blasé, Van Dyke & Fixsen, 2013). In addition and where appropriate, the State will assist the LEA with the expansion of role and function of team members in an effort to fully utilize unique training and expertise and develop horizontal leadership among team members and reduce costs to the LEA. Members of the SSIP Leadership Teams will gradually expand their role and function to include a peer-coaching role, so that highly skilled practitioners and structures are in place to build the capacity of all educators to adopt and implement EBPs at the system, classroom, and individual levels.

The State will recommend that LEAs use the *Stages of Implementation Analysis Tool* and facilitate its adoption and use. This tool has been deemed effective with respect to team planning, assessment, and ongoing evaluation of the stages and impact of EBP implementation as the scaling process unfolds and evolves toward a minimum of 60% as a recommended scaling up innovations benchmark, meaning that 60% of the students who could benefit from a given EBP are in fact experiencing that EBP. In order to assist LEAs with evaluation of assessment of key implementation drivers, the State will also recommend ongoing use of the following evaluation tool: *Assessing Best Practices: Implementation Drivers.*

In order to develop this degree of implementation capacity to support EBPs, the State will also utilize *The National Implementation Research Network's Active Implementation Hub* and SISEP tools and resources within its training and TA efforts. Existing modules, lessons, and short courses on content, activities, and assessments designed to promote the knowledge and practice of implementation science and scaling-up will be used with LEAs (NIRN, 2013).

2(b) Identify steps and specific activities needed to implement the Coherent Improvement Strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.

Communication Strategies the State Will Use to Implement the Plan

The State, via the SSIP PaTTAN consultants, facilitated the establishment of an SSIP Leadership Team at each learning site to help create readiness for change among staff, leaders, and administrators and to assist with establishment of a comprehensive EWS and other communication bridges (e.g., Professional Learning Communities, Peer Coaching) to bring about greater alignment and coherence among policies and practices. As the leadership team within each learning site evolves, coaches or implementation specialists are identified to augment current efforts and build capacity throughout the system. The SSIP Implementation Framework tool is used to support the communication among stakeholders at the learning sites.

Each learning site SSIP Leadership Team consists of administrators, general education and special education teachers and related services personnel. Other members include counselors, attendance officers, families, and students with disabilities. The teams are comprised of interdisciplinary practitioners who have knowledge regarding implementation of EBPs.

The SSIP Leadership Teams meet multiple times per month to monitor attainment toward systems, grade, and student level goals. A member of the team designs a meeting agenda that is fluid and representative of short-term and long-term implementation of team identified goals and status.

Members from the team work to identify systems, grade, and student level progress monitoring measures that are aligned with the selected strategies for the purposes of monitoring progress toward intended outcomes. Teams use fidelity checklists in order to maintain treatment fidelity. The State also provides support to teams with respect to a continuum of reliable and valid data sources.

Performance on data sources, EWS status, and permanent products are shared as a function of strategy implementation and the measurable impact that the selected Coherent Improvement Strategy is having on the system, grade level, and/or students.

The SSIP Leadership Teams rely heavily upon a continuum of high-quality training tools and resources provided by the State to include SISEP tools and resources. The SSIP Leadership Team priorities include securing structures and supports for:

- establishing an EWS and implementation training;
- establishing regular meeting times to review EWS data and monitor students with disabilities off-track for graduation and their response to selected EBPs;
- establishing monthly schoolwide Professional Learning Communities (e.g., Professional Development and Peer Coaching facilitated by members of the team);
- designing schedules to include opportunities for supplemental instruction and interventions; and
- establishing regular meeting times for administrative professional development.

Additional responsibilities of the SSIP Leadership Teams include:

- establishing bimonthly professional development sessions on implementation science and EWS;
- identifying target population, strategies for implementation, and measures to assess response;
- strategy training; and
- professional learning communities and facilitation training.

Stakeholders' Involvement and Decision-Making Roles in Planning

In addition to the stakeholders' involvement described in Components 1 and 3, the SSIP Leadership Teams are sustained via shared leadership and are supported using a model of differentiated, job-embedded coaching. The teams are responsible for implementing and sustaining the use of EBPs at the individual, grade, and systems level with fidelity and collecting and analyzing data via their EWS.

The teams provide guidance for decision-making and assure that there are ongoing resources and support for the implementation and evaluation of EBPs within the school. Role and function among members of the teams are decided among team members based upon training, expertise, and experience. For example, the member with the most skill in data analysis is responsible for facilitating this aspect of team functioning and advancement (e.g., skill in data analysis and instructional matching).

Addressing Barriers Identified in Phase I

Pennsylvania has identified no specific concerns about the support for LEA implementation of EBPs.

Ensuring Appropriate Training to Implement Coherent Improvement Strategies and EBPs

See section 2(a) above.

Short and Long Term Activities, and Timelines for Their Completion

Short team and long term activities will be identified based on the needs of the students with disabilities identified at each SSIP learning site as being off-track for graduation. Implementation science methodology described in this section will be followed. The activities will also reflect the Fidelity of Implementation measures identified in Table 3.5 of this plan.

2(c) Specify how the State will involve multiple offices within the SEA (and other State agencies) to support LEAs in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Support of Multiple Offices within the SEA and Other State Agencies for Scaling-Up, Sustaining, and Implementation of EBP Within Timelines

The SSIP Core Workgroup was identified to lead the development of Phase I and Phase II of the SSIP. This team was responsible for completion of all steps of the SSIP Phase I and II phases including: (1) data analysis, (2) state infrastructure to support improvement and build capacity, (3) state-identified SIMR, (4) coherent improvement strategies, (5) theory of action, (6) infrastructure development, (7) support for LEAs in implementing EBPs, and (8) evaluation plan.

This workgroup was also responsible for the coordination of the work of multiple offices within the SEA and other State agencies to support the LEAs during the scaling up period and in sustaining the implementation of EBPs. Additional information about specific coordination of PDE initiatives and agencies, including timelines, is found in Components 1 and 3 of this plan.

The SSIP Core Workgroup coordinates the work and timeliness of the SSIP Internal Workgroup. This group includes multiple PDE Bureaus, Offices, Divisions, and Initiatives. The SSIP Internal Workgroup also assisted with the identification and analysis of key student outcome data, analysis of current state infrastructure to support improvement and build capacity, identification of the SIMR, identification and selection

of coherent improvement strategies, development of the theory of action, as well as each phase of the Phase II plan. To ensure ongoing collaboration between the SSIP Core Workgroup and the SSIP Internal Workgroup, the PDE has included formal biannual review and planning meetings.

In addition to the SSIP Core Workgroup and the SSIP Internal Workgroup, Pennsylvania relied on the input from a number of different external stakeholder groups for the development of Phase I and II of this plan. The membership of these groups and their roles in the SSIP development are described in the stakeholders sections of this plan. Other members were added at different points when specific content expertise was needed. Members included SEAP, HUNE, and SSIP learning sites.

Commitment of Stakeholders to Participate in Phase III of the SSIP

The SEAP serves as the primary external stakeholder group for the SSIP. The BSE will continue to participate in all SEAP meetings to provide updates, disseminate evaluation results, and collect input through presentations and facilitated discussions.

The SSIP Core Workgroup has already begun work on the activities in Phase III of the SSIP. A work plan for Phase III is being developed to ensure that all tasks are completed within timelines for submission in April 2017. BSE leadership continues to support the ongoing work of the SSIP, including development of Phase III activities and the implementation of EBPs. BSE leadership also supports the continued involvement of internal and external stakeholder groups in Phase III activities.

The SSIP statewide implementation plan (see Evaluation section) includes: (1) tasks to be completed, (2) person(s) responsible, (3) timelines for implementation, (4) resources needed to support implementation, and (5) date of completion/evidence. This statewide plan is monitored by the SSIP Core Workgroup on an ongoing basis. Adjustment to the tasks and timelines are made as needed. When needed, specific tasks and/or timelines are taken to the internal and/or external stakeholder groups for advice, guidance, and recommendations.

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PHASE II, COMPONENT 3: EVALUATION

Introduction

The SSIP evaluation is designed to assess implementation efforts, outcomes, and progress toward achieving intended improvement in Pennsylvania's SIMR, improving graduation rates for students with disabilities. The evaluation will determine the effects of implementing with fidelity the Coherent Improvement Strategies selected in Phase I. The evaluation plan also includes a process that informs and involves stakeholders, project implementers, project partners, SEA staff, LEA personnel, families, and other interested parties.

3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for children with disabilities.

The evaluation process is designed to directly align to the Theory of Action Strands (i.e., Leadership, Collaboration, Technical Assistance, and Accountability). It incorporates a systematic method of collecting, analyzing, and using information to determine the effectiveness and efficiency of implementation efforts and their effects over time. The evaluation process serves as a mechanism to ensure fidelity and accountability for implementation of the seven Coherent Improvement Strategies that were selected to increase the graduation rate of students with disabilities who are identified as off-track for graduation.

Table 3.1 below identifies the seven Coherent Improvement Strategies.

Table 3.1 SSIP Coherent Improvement Strategies	
Strategy 1 Early Warning System	Utilize data systems to identify, inform, monitor and increase the graduation rate of students with disabilities.
Strategy 2 MTSS Academic	Implement increasingly intensive evidence-based methodologies toward improved academic outcomes.
Strategy 3 MTSS Behavior	Implement increasingly intensive evidence-based methodologies toward improved social, emotional, and behavioral outcomes.
Strategy 4 Attendance Strategies and Alternative Programming	Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation.
Strategy 5 Culturally Responsive Practices	Personalize the learning environment and instructional practices.
Strategy 6 Family Engagement	Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved.
Strategy 7 Secondary Transition	Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes.

SSIP Evaluation and Resources

The SSIP Core Workgroup was identified to lead the development of the SSIP. This team was responsible for completion of all steps of the SSIP Phase I, including: (1) data analysis, (2) state infrastructure to support improvement and build capacity, (3) state-identified SIMR, (4) Coherent Improvement Strategies, and (5) Theory of Action.

The SSIP Core Workgroup and a newly added external evaluator are leading the Phase II activities, including: (1) infrastructure development, (2) support for LEA implementation of evidence-based practices, and (3) evaluation plan. The team is working in collaboration with internal stakeholders (i.e., BSE Leadership Team and other PDE Bureaus, Offices, and Initiatives), external stakeholders (i.e., SEAP, HUNE, and the SSIP learning sites) and technical assistance providers such as IDC, NTACT and NCSI.

Table 3.2 shows the membership of the SSIP Core Workgroup by role/specialty area.

Table 3.2 SSIP Core Workgroup	
Members	***Role/Specialty Area***
BSE Director, PDE	SSIP Team Leader
Part B Data Manager, PDE BSE	Federal 618 PennData/PIMS Data
Consultant, PDE BSE	IDEA, Chapter 14, Monitoring, SPP/APR
Research & Evaluation Consultant, PDE BSE	Evaluation, Data Analysis, SPP/APR
Assistant Director, PaTTAN-Harrisburg	TA and PD, Evidence-Based Practices
External Evaluator	Program Evaluation

Dr. Denise Andreski is serving as the external evaluator for the SSIP. She has acted as the external evaluator for several of Pennsylvania's previous and current State Personnel Development Grants funded by OSEP. Dr. Andreski has expertise in Implementation Science, an essential framework for Pennsylvania's evaluation plan.

Identified Measureable Inputs, Outputs and Outcomes

During Phase I, the following SSIP short-term and long-term outcomes were identified with multiple stakeholders.

SSIP short-term outcome: Pennsylvania will reduce the number of students with risk factors that impact the likelihood of school completion.

SSIP long-term outcome: Pennsylvania will increase the graduation rate of students with disabilities.

Phase II activities and timelines for implementation of those activities that directly address the SSIP's long term and short term outcomes and Coherent Improvement Strategies were identified for the period of July 2014 to September 2016. The activities and timelines are depicted in Table 3.3 below. This table is fluid and will be updated continuously throughout all phases of the SSIP. Implementation of these activities and timelines are monitored by the SSIP Core Workgroup and serve as a means of accountability.

Table 3.3 SSIP Activities and Timelines						
	07/14 to 06/15	07/15 to 09/15	10/15 to 12/15	01/16 to 03/16	04/16 to 6/16	07/16 to 09/16
BSE						
Analysis of SPP/APR data	X					
Statewide Stakeholders Input sessions	X					
SEAP Input	X	X	X	X	X	X
Selection of Coherent Improvement Strategies, collaboration with NDPC-SD, SEAP, stakeholders	X					
Selection of potential LEAs, learning sites	X					
Invitations to LEAs for partnerships	X					
Final selection of LEAs, learning sites	X	X				
Contracts with LEAs		X				
PaTTAN SSIP Consultants (Coaches)						
Trained by NDPC-SD, Coherent Improvement Strategies and Implementation Framework	X					
Check and Connect Training, Train-the-Trainers for coaches	X		X			
LEAs regional meetings with assigned consultants	X	X				
LEAs initial onsite planning visits		X				
Data collection, SSIP Implementation Framework - Building Profile		X	X			
Data collection, SSIP Implementation Framework: **Phase 1**: Develop Local Leadership Team and EWS		X	X			
Data collection, SSIP Implementation Framework: **Phase 2:** Analyze 2013-14 and 2014-15 Data		X	X			
Data collection, SSIP Implementation Framework: **Phase 3:** Identify Areas of Intervention (based on specific needs of students with disabilities who are off-track)			X	X		

Table 3.3 SSIP Activities and Timelines (Cont'd)						
	07/14 to 06/15	07/15 to 09/15	10/15 to 12/15	01/16 to 03/16	04/16 to 6/16	07/16 to 09/16
Data collection, SSIP Implementation Framework: **Phase 4:** Develop SSIP Action Plan			X	X		
Data collection, SSIP Implementation Framework: **Phase 5:** Implement, Monitor, and Evaluate SSIP				X	X	X
SSIP Evaluation Plan						
Work with SSIP Core Team and External Evaluator to design evaluation plan	X	X	X	X	X	X
Design outline of evaluation plan		X	X	X		
SEAP – presentation/conversation/input about the SSIP Evaluation Plan (SPP team, Evaluator, SEAP)			X	X		
Consultation with IDC	X		X	X	X	X
Final Evaluation Plan (April 1, 2016)				X		
Implementation of Evaluation Plan		X	X	X	X	X
SSIP Infrastructure, Component 1						
Collaboration/alignment with PDE Dashboard	X	X	X	X	X	X
Collaboration/alignment with ARLs (ESEA TA and PD, Priority Schools)		X	X	X	X	X
Exploration of alignment with Part C SSIP			X		X	
Alignment of Indicator 1 and 17 via compliance monitoring and Implementation Framework			X	X	X	X
Partnership with HUNE (CPRC)						
Visit to HUNE (Part B and Part C State Directors, SSIP Core Workgroup members)		X				
Staff Development for HUNE staff	X	X	X			
Alignment of Afterschool and Summer School to PA Core Standards	X	X	X			
Analysis of data to be collected: attendance, behavior, course performance		X				

Table 3.3 SSIP Activities and Timelines (Cont'd)						
	07/14 to 06/15	07/15 to 09/15	10/15 to 12/15	01/16 to 03/16	04/16 to 6/16	07/16 to 09/16
Partnership with HUNE (Cont'd)						
Publications and resources to be designed, including timelines (10 total for 2015-16)		X	X			
Complete and disseminate publications			X	X	X	X
Building Capacity (Statewide TA and PD)						
Development of SSIP Webpage to host all TA materials (webpage live September 2015, updated on an ongoing basis)	X	X	X	X	X	X
Presentations and Participation at State and National Conferences - See Appendix 1	X	X		X	X	X
Participation: 2015 OSEP Leadership Conference, Washington DC		X				
Participation: 2015 National Dropout Prevention Center Conference, San Antonio, TX			X			
NCSI Collaborative on increasing graduation rates, Salt Lake City, UT			X			
NCSI Participation, Leading by Convening task force, Alexandria, VA				X		

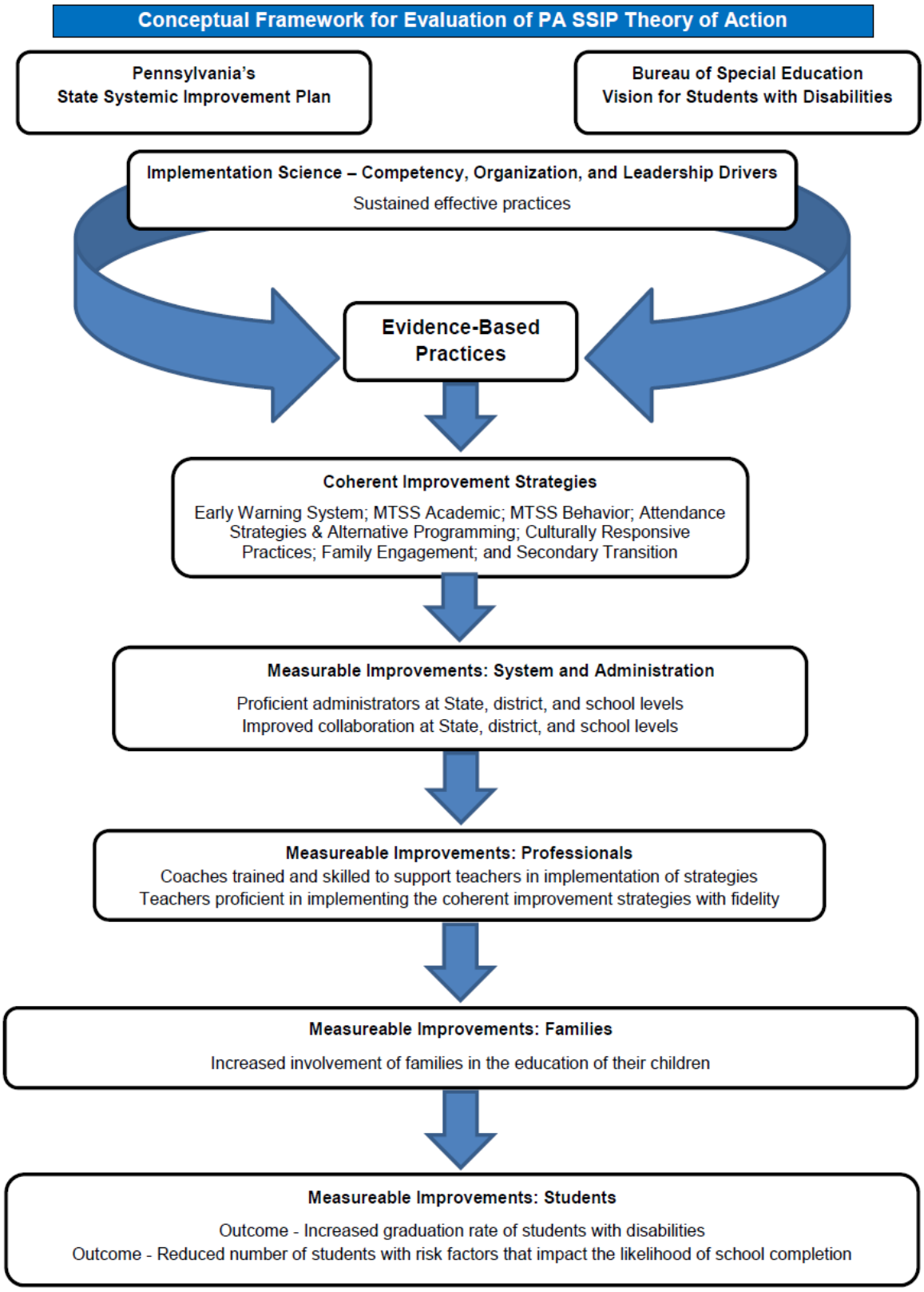
Links Between the Evaluation, Theory of Action, and other Components of the SSIP

Figure 3.1 visually depicts the conceptual framework for the evaluation of the SSIP. It shows the links between the evaluation and the Theory of Action and other components of the SSIP. Following this conceptual framework will help inform decisions about implementation of the SSIP and serve as a mechanism to maintain consistency and fidelity with stated goals, objectives, and activities.

The BSE's vision for students with disabilities and knowledge about EBPs served as the driving forces in the selection of the Coherent Improvement Strategies.

It is predicted that implementation of the Coherent Improvement Strategies will influence change and result in measurable improvements to the system (i.e., administration, professionals, families, and subsequently, students with disabilities).

Figure 3.1


Conceptual Framework for Evaluation of PA SSIP Theory of Action
Pennsylvania's State Systemic Improvement Plan
Bureau of Special Education Vision for Students with Disabilities
Implementation Science – Competency, Organization, and Leadership Drivers
Sustained effective practices
Evidence-Based Practices
Coherent Improvement Strategies
Early Warning System; MTSS Academic; MTSS Behavior; Attendance Strategies & Alternative Programming; Culturally Responsive Practices; Family Engagement; and Secondary Transition
Measurable Improvements: System and Administration
Proficient administrators at State, district, and school levels
Improved collaboration at State, district, and school levels
Measureable Improvements: Professionals
Coaches trained and skilled to support teachers in implementation of strategies
Teachers proficient in implementing the coherent improvement strategies with fidelity
Measureable Improvements: Families
Increased involvement of families in the education of their children
Measureable Improvements: Students
Outcome - Increased graduation rate of students with disabilities
Outcome - Reduced number of students with risk factors that impact the likelihood of school completion

SSIP Logic Model for the Evaluation

The conceptualization of the logic model reacts to the contextual influences that exist in Pennsylvania to include the BSE's overall vision for students with disabilities and noted EBPs. Those contextual influences drive the design of the evaluation plan.

Methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes and will produce quantitative and qualitative data intended to show improvements over time. The implementation of the Coherent Improvement Strategies will be designed and evaluated based on current practices from the NIRN, where it was found that students are expected to benefit from EBPs delivered by teachers and staff with the requisite knowledge and abilities. Benefits to students are derived from teachers and school staff who use the innovations fully, effectively, and with fidelity.

The SSIP logic model for the evaluation process that details the *Inputs, Strategies/Activities, Outputs*, and *Outcomes/Impact* is portrayed in Figure 3.2. For this model, *Inputs* include fiscal and staff resources, partners and stakeholders, technology, and EBPs invested or available to achieve the desired outcomes. The *Strategies/Activities* are implementation efforts that will enact change, improvement, and/or scale-up. *Outcomes* are short-term, intermediate, and long-term in nature. Implementation takes place over time and expectations for change are dependent on that duration.

Figure 3.2

SSIP Evaluation Logic Model

Inputs	Strategies/ Activities	Outputs	Outcomes / Impact		
			Short-term	*Intermediate*	*Long-term*
Student data at the State, LEA, and school levels Early Warning System (EWS) PaTTAN SSIP consultants Research/literature on intensive EBPs toward improved academic, social, emotional, and behavioral outcomes Research/literature on attendance strategies and alternative programming toward increased graduation rates Research/literature on personalized learning environments and instructional practices PA's philosophy of partnership that empowers families and communities Established partnerships Fiscal support PaTTAN consultants' knowledge of and previous use of implementation science (competency, organization & leadership drivers)	Analysis of SPP/APR data Selection of SSIP learning sites NDPC-SD Training, coherent improvement strategies Check & Connect Training, Train-the-Trainers On-site planning visits with learning sites Develop SSIP Learning Sites Implementation Frameworks Establish local leadership teams Develop evaluation plan Alignment with PDE Dashboard, Title I Academic Recovery Liaisons, SPP/APR Indicator 1 Partnership with HUNE SSIP webpage to host TA materials Presentations and participation, state and national conferences Partnership with NCSI, NTACT	Project Accomplishments Number of interventions (trainings) • Number of trainings • Training content • Participants (who and how many) Number of products developed Fidelity of implementation	*(formative evaluation, determining efforts)* • High quality professional development – extent of high quality PD indicators • Knowledge gained from training • Satisfaction with training • Trained implementers	*(results of the efforts)* • Early Warning System data - changes • Behavior changes – instructional delivery and new interventions • Who and how many implementing with fidelity • Policy changes • Organizational changes	• Changes – number of students with disabilities graduating • Comparison – number of students with risk factors that impact the likelihood of school completion

SSIP Evaluation Questions

Evaluation questions were developed to assess the links between the SSIP Goals and Measureable Performance Objectives. Draft questions were initially developed by the SSIP Core Workgroup, including the external evaluator, to serve as a starting point for gathering input from stakeholders (see section 3(b)).

The results of this collaboration are the evaluation questions listed below for which data will be collected and analyzed:

1. Did implementation of the selected Coherent Improvement Strategies make a difference in the number of students with disabilities who were identified as being off-track for graduation?
2. Was the Early Warning System (EWS) useful in identifying students with disabilities who are off-track for graduation?
3. Was the Implementation Science identified by NIRN (see Component 2 of this plan) followed by the SSIP learning sites?
4. Was professional development identified as being of high quality?
5. What changes were made to the State, LEA, and school systems as a result of the SSIP?
6. To what extent did each Coherent Improvement Strategy impact the number of students with disabilities who are no longer off-track for graduation?
7. Did LEAs have the information, support, and resources necessary to align their efforts to PDE's vision?
8. Did PDE leverage resources to improve services for students with disabilities?
9. Were LEAs able to facilitate shared leadership toward enhanced collaboration and implementation of EBPs?
10. Which Coherent Improvement Strategy yielded the most positive results for students with disabilities who are off-track for graduation?
11. Did HUNE (CPRC) develop materials and resources to be shared with LEAs, families and community organizations?

The answers to the questions posed above will inform the overall evaluation question of the SSIP, which is:

> Did data show decreased numbers of students found to be off-track for graduation and increased numbers of students graduating with a regular high school diploma?

3(b) Specify how the evaluation includes stakeholder involvement and how information from the evaluation will be disseminated to stakeholders.

The development of the evaluation plan included three stakeholder groups:

- SSIP Core Workgroup, including the external evaluator;
- Internal Stakeholders; and
- External Stakeholders.

Stakeholders Participating in the Phase II Evaluation

The internal stakeholder groups that participated in Phase I of the SSIP assisted in the identification and analysis of key student outcome data, analysis of current state infrastructure to support improvement and build capacity, identification of the SIMR, identification and selection of Coherent Improvement Strategies, and the development of the Theory of Action. Phase I membership included PDE BSE Leadership Team, other PDE Bureaus, Offices and Initiatives, PaTTAN, SSIP Core Workgroup, and the PDE Data Governance Committee.

Internal stakeholders representing the ESEA Title I Academic Recovery Liaisons and PDE Educator Dashboard EWS initiatives were invited to collaborate during Phase II. This improvement to the infrastructure will better support LEAs as they implement EBPs. Additional information about this PDE improvement to the infrastructure is found in the Component 1 section of this plan.

The SEAP serves as the primary external stakeholder group for the SSIP. Additional information about the SEAP membership is found in the stakeholders' section of the SSIP Phase I plan. The local leadership team from each learning site has been added to the external stakeholders group. These teams are comprised of administrators, teachers, data specialists, guidance counselors, school psychologists, families and students.

Stakeholder Input in Creating Evaluation Questions and Determining Acceptability of the Strategies and Outcomes

The stakeholder groups identified above were involved in development of the evaluation plan to varying degrees. Initially, the SSIP Core Workgroup joined forces with the IDC to review evaluation requirements. Based on the technical assistance received, draft evaluation questions were developed with stakeholders.

At the February 2016 meeting of the SEAP, the external evaluator reviewed Pennsylvania's SSIP evaluation framework, Theory of Action and logic model. The panel was divided into work groups for facilitated discussions. SEAP provided recommendations to the SSIP Core Workgroup regarding the draft evaluation questions and areas of concern. Revisions were made based on the feedback received.

BSE also sought input from the SEAP regarding how information from the evaluation can be effectively disseminated to stakeholders. Among the recommendations provided were ongoing discussion of evaluation results with the panel and publication of progress reports using multiple vehicles of communication (e.g., PaTTAN webpage and

publications). The panel also requested time at future meetings to consider additional effective dissemination strategies.

BSE used the same process it used with SEAP to gather recommendations from external stakeholders at the SSIP learning sites. Similar recommendations to those provided by SEAP were received, including clarifying language for the evaluation questions as well as dissemination strategies. Specific recommendations for compilation of impact results were provided, including dissemination strategies.

How Information From the Evaluation Will Be Disseminated to Stakeholders

The information, materials, and results from the SSIP evaluation will be disseminated to stakeholders in the following manner:

1. *SEAP*: The BSE will share evaluation procedures and results with the SEAP on an ongoing basis at their regularly scheduled meetings. The BSE will seek advice from SEAP through presentations and facilitated discussions as it continues to develop and implement an effective SSIP.

2. *SSIP Learning Sites*: PaTTAN consultants will share evaluation procedures and results with the SSIP learning sites on an ongoing basis (e.g., To what extent did each Coherent Improvement Strategy impact the number of students with disabilities who are no longer off-track for graduation). In addition, PaTTAN will continue summarizing evaluation procedures and results, and share them statewide through publications, trainings, and presentations.

3. *SSIP Website:* A webpage has been designed to host all TA materials developed for the SSIP. This webpage will be updated frequently to include information from the evaluation and any publications resulting from the evaluation. An announcement regarding the website will be sent to all LEAs, community agencies and advocacy groups through the Penn*Link electronic message distribution system.

4. *State and National conferences:* BSE and PaTTAN staff will continue to present and participate at state and national conferences on topics related to increasing statewide capacity on the use of EBPs. These presentations will include evaluation procedures and results.

5. *The BSE Communicator:* BSE publishes a quarterly online newsletter titled, *The BSE Communicator*, which will have an issue(s) devoted to sharing the SSIP evaluation procedures and results.

Stakeholder Input Moving Forward

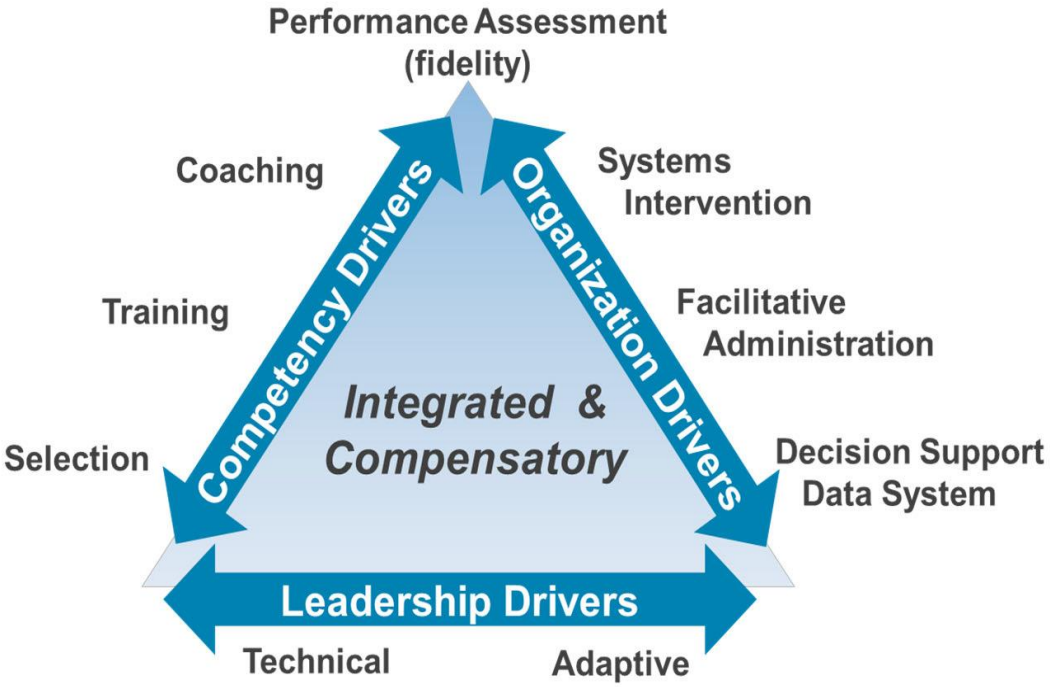
The BSE leadership continues to vigorously support ongoing collaboration with stakeholders so that they are informed and are provided opportunities to weigh-in on the evaluation process. Pennsylvania will continue to collaborate with its stakeholders during all phases of the SSIP evaluation.

3(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).

How the Evaluation Measures the State Infrastructure Changes Needed to Better Align Current Initiatives Identified in the Infrastructure Analysis Conducted in Phase I

The SSIP evaluation process will follow the methods and use the material developed by the NIRN to assess State infrastructure changes. Figure 3.3 shows the three implementation drivers described in Component 2 of this plan. The Organization Driver speaks to State infrastructure areas to include decision support data systems, facilitative administrative supports, and systems intervention.

Figure 3.3
Implementation Drivers



The evaluation plan provides for: (1) ongoing formative methods that ensure feedback and provide for continuous improvement of implementation of the Coherent Improvement Strategies; (2) summative methods that examine the short-term and intermediate effects or outcomes of the implementation; and (3) impact methods that examine the long-term results/effects or outcomes of implementation strategies, including changes to systems as well as professional and student performance.

Formative evaluation data will be collected and will serve as a measure for progress and accountability as well as a means to assess the extent to which the strategies/activities are being implemented as planned (i.e., fidelity of implementation). The formative evaluation process will include collection of both quantitative and qualitative data. Implementation efforts will be tracked and evaluated using a

documentation review process. Data collected through the formative evaluation process will allow for improvements to be made along the way.

Summative evaluation will be conducted at specific milestones. This type of evaluation will assess the extent to which intended outcomes (i.e., short-term/immediate, intermediate, and long-term outcomes) are being achieved. Methodology will include qualitative measures such as Likert-type and goal attainment scales that allow recipients of the service to report changes, outcomes, and results. Numerical weight to the achievement of the outcomes and results will be assigned to quantify the results. The intended outcomes can be the result of the implementation of one Coherent Improvement Strategy or multiple ones. Data obtained through this type of evaluation will also inform the continuous improvement process.

Impact evaluation will not only study the system changes that occur due to the implementation efforts, but the effects on student performance as a result of the implementation of the Coherent Improvement Strategies over time. In this case, changes resulting from the operation of the EWS, professional preparation, and implementation of EBPs will be studied and evaluated.

Established Criteria and Measurement of Successful Implementation

Fidelity of implementation will be determined for each of the Coherent Improvement Strategies, along with other forms of evaluation of efforts and effects. The fidelity measures are identified in Table 3.4 for each of the Coherent Improvement Strategies.

Table 3.4 Fidelity of Implementation	
Coherent Improvement Strategy	**Fidelity Measures**
Early Warning System	• *Early Warning Implementation and Monitoring System (EWIMS)*, American Institute for Research
MTSS Academic	• *Using Response to Instruction and Intervention (RtII) for SLD Determination School Building Application for Approval*, PA Department of Education • Fidelity measures dependent upon specific academic needs
MTSS Behavior	Tier 1 • *Benchmarks of Quality (BoQ),* University of Oregon • *Tiered Fidelity Inventory (TFI),* University of Oregon • *School-wide Evaluation Tool (SET),* University of Oregon • *School Wide Information System (SWIS),* University of Oregon Tiers 2 and 3 • *Check & Connect Measures*, University of Minnesota • *RENEW Integrity Tool (RIT),* University of New Hampshire • *RENEW Student Tracker Form*, University of New Hampshire • *Individual Student Systems Evaluation Tool (ISSET),* University of Oregon • *Benchmarks for Advanced Tiers (BAT),* University of Oregon • *Individual Student Information System (ISIS-SWIS),* University of Oregon • *Check-In Check-Out (CICO-SWIS),* University of Oregon Faculty Surveys for Tier 1 • *Self-Assessment Survey (SAS),* University of Oregon • *School Safety Survey (SSS),* University of Oregon • *Team Implementation Checklist (TIC),* University of Oregon • *Monitoring Advanced Tiers Tool (MATT)*, University of Oregon

Table 3.4 Fidelity of Implementation (Cont'd)	
Attendance and Alternative Programming	Attendance • Monitored through EWS; fidelity measure dependent upon selection of strategy or strategies Alternative Programming • Participation in Credit Recovery program; student earning credits Program Evaluation • *School Program Evaluation*, The Governor's Prevention Partnership (Connecticut)
Culturally Responsive Practices	• *School Culture and Climate Survey*, Mid-Atlantic Equity Center
Family Engagement	• *Enhancing Family Engagement Needs Assessment*, PaTTAN
Secondary Transition	• *Self-Assessment of Current Transition Practices Elements of Effective Transition Practices,* PaTTAN • *Secondary Transition Focused Monitoring*, PA Department of Education

SSIP Goals and Related Measureable Performance Objectives

The following SSIP goals and related measurable performance objectives were employed as part of the design of the evaluation plan. Specifically, these goals and measureable performance objectives will assist in determining both efforts and effects of implementation. The goals and their related measurable performance objectives are identified below.

Early Warning System (EWS)

Goal 1.0: An EWS will be used by each learning site to identify students with disabilities with the risk factors that impact the likelihood of school completion.

> Objective 1.1: Using an EWS, each learning site team will collect, review, and interpret student data in order to assign interventions from the Coherent Improvement Strategies and monitor student progress.

Objective 1.2: Using an EWS, the percentage of students with disabilities identified as being off-track will decrease as a result of implementing the selected Coherent Improvement Strategies.

Objective 1.3: Using an EWS, the number of early warning indicators per student with disabilities identified as being off-track will be reduced.

Objective 1.4: Using an EWS, the percentage of students with disabilities with improved risk status will increase.

Implementation of the Coherent Improvement Strategies with Fidelity

Goal 2.0: Learning sites will use evidence-based professional development practices to support the attainment of identified competencies (Implementation Science, NIRN).

Objective 2.1: By the end of the first year of implementation for each improvement strategy, 50% of the evidence-based professional development domains (selection, training, coaching, performance assessment, and facilitative administrative support/systems intervention) will score either a 3 or 4 using the *SPDG Evidence-Based Professional Development Components Rubric*.

Objective 2.2: By the end of the second year of implementation for each improvement strategy, 75% of the evidence-based professional development domains (i.e., selection, training, coaching, performance assessment, and facilitative administrative support/systems intervention) will score either a 3 or 4 using the *SPDG Evidence-Based Professional Development Components Rubric*.

Objective 2.3: By the end of the second year of implementation for each improvement strategy, 90% of those individuals executing the coherent improvement strategy operations guidelines will score at least an 80% on its fidelity of implementation measurement tool.

High Quality Professional Development

Goal 3.0: Professional development will be of high quality and use adult learning principles.

Objective 3.1: By the end of the first year of implementation, 80% of the professional development will be rated by participants as being of high quality and using adult learning principles.

Coaching

Goal 4.0: Coaches (SSIP PaTTAN consultants) will support teachers in providing the Coherent Improvement Strategies to their students with disabilities identified as being off-track.

Objective 4.1: Coaches and teachers will implement the Coherent Improvement Strategies with fidelity, as measured by the appropriate instrument for each strategy listed in Table 3.1.

System and Administration

Goal 5.0: LEA and school level administrators will become knowledgeable and proficient in the use of the EWS.

Objective 5.1: An increased number of State, LEA, and school level administrators involved in the SSIP will self-report knowing how to use the EWS.

Objective 5.2: An increased number of school level administrators will self-report being proficient in using the EWS.

Objective 5.3: State, LEA, and school level administrators will self-report improved collaboration among stakeholders.

Family Engagement

Goal 6.0: Family involvement in the education of their children with disabilities will increase.

Objective 6.1: Learning sites will implement the Coherent Improvement Strategy for family engagement with fidelity, as measured by the *Enhancing Family Engagement Needs Assessment*.

Collecting Implementation and Outcome Data in Intervals that are Valid and Reliable

Data will be reviewed on a continuous basis. Table 3.5 describes data to be collected, source of data, and timelines for the collections.

Table 3.5 SSIP Evaluation Data		
Data	**Source of Data**	**Timelines**
Graduation Four-Year Cohort	PA Information Management System (PIMS)	Once a year

Students with disabilities
Attendance, Behavior, Course Performance Data (ABC)
	EWS
	Participating Learning Sites
		Group 1
		• *Past 2 years of ABC data (source: SSIP Implementation Framework):*
		  ○ *November/December 2015*
		• Identification of Group 1 students with disabilities who are off-track based on ABC data:
		  ○ January/February 2016 baseline/flags (source: EWS)
		  ○ March/June 2016 – continuous monitoring of students who are off-track (source: EWS)
		Group 2 – September, November, January, March, June (2016-17, source: EWS)
		Group 3 - September, November, January, March, June (2017-18, source: EWS)

SSIP Implementation Framework	SSIP Implementation Framework	November/December 2015 (Phases I and II) June 2016 (Phases III, IV, and V)
Coherent Improvement Strategies Implementation Science, NIRN	Assessments to determine fidelity of implementation of the Coherent Improvement Strategies	January / June 2016 (pre/post) September-January / January-June / or September-June (pre/post)

Demonstrating the Effectiveness of Coherent Improvement Strategies

The EWS being used at each SSIP learning site will serve as the primary mechanism to supply student-specific data necessary for conducting this evaluation. The EWS will provide the following data: attendance, behavior (i.e., State offenses and LEA school code of conduct offenses), and course performance (i.e., grades in English/language arts and mathematics) for students with disabilities with risk factors that impact the likelihood of graduation.

The EWS metrics used to identify students who are off-track for graduation are shown in Table 3.6. The system serves as a basis for making decisions about who will receive what implementation strategies, and provides a mechanism to determine results/impact. Criteria for each of the EWS metrics are used to determine the effectiveness of the Coherent Improvement Strategies selected by each of the SSIP learning sites based on the needs of students with disabilities who are off-track for graduation.

There are a variety of resources available to facilitate the evaluation process. Of upmost importance is the availability of student data at the State, LEA, and school levels. Student graduation data are collected, analyzed, and reported through the PDE. These data were used for establishing the SSIP baseline and will subsequently serve as a means of comparison to determine whether or not an intervention or implementation strategy produced change.

As part of the initial phase of the evaluation, specific demographic data of students with disabilities in participating learning sites have been collected (e.g., total number of students with disabilities, race/ethnicity, and LEP). Student data are compiled for all students (A), and students with disabilities (B). Then, percent of the overall population (B/A x 100) for each LEA, including school buildings, for years 2013-14 and 2014-15 are calculated. The collection and examination of these data will serve as reference information for which future comparisons can be made as a result of implementation efforts over time.

Table 3.7 is a snapshot depicting data that are being collected and standardized across all learning sites.

Ensuring the Representativeness of All Children and Youth Receiving the EBPs or Coherent Improvement Strategies

All students with disabilities served in the learning sites will be included. No sampling is involved.

Table 3.6 EWS Educator Dashboard Metrics to Identify Students Who Are Off-Track					
EWS Metrics	**Description**	**Calculation**	**Green**	**Yellow**	**Red**
Attendance	Daily attendance rate	Number of days student was in attendance during current school year/number of school days during current school year x 100	Greater than 90%	Between 80% and 90%	Less than 80%
Behavior: *School Code of Conduct*	Number of School Code of Conduct violations during the current school year	Count of Incidents where infraction Category is School Code of Conduct violation	0 to 3	4 or 5	Greater than 5
Behavior: *State Reportable Offenses*	Number of State Reportable Offenses during the current school year	Count of Incidents where Infraction Category is a State Reportable Offense	0		Greater than 0
Course Grade: *Mathematics*	Mathematics Course Grade for the most recent grading period	Numeric Course Grade value	Greater than 70%	Between 60% and 70%	Less than 60%
Course Grade: English / Language Arts	English/ Language Arts Course Grade for the most recent grading period	Numeric Course Grade value	Greater than 70%	Between 60% and 70%	Less than 60%

Table 3.7 Demographic Data				
Student Counts	**Year**	**All Students (A)**	**Students with Disabilities (B)**	**Percent of Overall Population (B/A x100)**
Number of Students, Grades 9-12	2013-14			
	2014-15			
Number of Students Who Graduated (4-Year Cohort Method)	2013-14			
	2014-15			
Number of Students Who Dropped Out of School (Event Method)	2013-14			
	2014-15			
American Indian/Alaskan Native	2013-14			
	2014-15			
Asian	2013-14			
	2014-15			
Black or African American	2013-14			
	2014-15			
Hispanic	2013-14			
	2014-15			
Multiracial	2013-14			
	2014-15			
Native Hawaiian/Other Pacific Islander	2013-14			
	2014-15			
White	2013-14			
	2014-15			
Limited English Proficient	2013-14			
	2014-15			

3(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

Data Analysis, Review and Changes Made Based on Findings

The evaluation data will be reviewed by the SSIP Core Workgroup and stakeholders in accordance with the description in section 3(c), Table 3.5. Formative results will be reviewed at key points in time during the implementation phases and appropriate adjustments made based on the evaluation results. Summative results will inform the statewide capacity building of these strategies.

Evaluating the Effectiveness of TA and/or PD

PaTTAN has a well-developed system to evaluate the effectiveness of TA and PD. The system includes needs assessments to customize training and post-training evaluations to determine whether the needs identified have been appropriately addressed.

Modifications to the SSIP

Formative results will be reviewed at key points in time during the implementation phases and appropriate adjustments made based on the evaluation results. Summative results will inform the statewide capacity building of these strategies. Stakeholders will be critical partners in this process.

Reference

Bowles Therriault, S., O'Cummings, M., Heppen, J., Yerhot, L., & Scala, J. (2013). High school early warning intervention monitoring system implementation guide: For use with the National High School Center's early warning system high school tool. Washington, DC: National High School Center, American Institutes for Research. Available at http://www.earlywarningsystems.org/wp-content/uploads/documents/EWSHSImplementationguide2013.pdf

TECHNICAL ASSISTANCE AND SUPPORT

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for LEA implementation of EBPs; Evaluation; and Stakeholder involvement in Phase II.

Assistance from OSEP and/or TA Providers

Pennsylvania is receiving support and collaborating with multiple OSEP funded national TA providers to develop and implement an effective SSIP. This collaboration is vital for the Phase II infrastructure development, support for LEA implementation of EBPs, evaluation plan, and stakeholder involvement.

The following examples illustrate how collaboration with these TA providers contributed to the development of the SSIP Phases I and II:

- National Center on Systemic Improvement (NCSI)
    - Pennsylvania is participating in the *Graduation & Post-School Outcomes Cross State Learning Collaborative*. At the Salt Lake City, Utah meeting, state teams collaborated regarding the implementation of Coherent Improvement Strategies. States also benefited from content expertise to build state capacity around root-cause analysis, and identification and implementation of EBPs. Pennsylvania's team also supported the graduation collaborative by having two members co-present with NCSI on stakeholder involvement.
    - PDE is collaborating with Dr. Joanne Cashman for the stakeholder's component of this plan. PDE is using multiple resources recommended by the NCSI, including the *Leading by Convening: A Blueprint for Authentic Engagement* publication. At the IDC Data Institute in Jacksonville, Florida, members from the SSIP Core Workgroup, including the State Director, and Luz Hernandez, the Executive Director of HUNE (CPRC), presented sessions with Dr. Cashman.
    - Two members of the SSIP workgroups participated in the NCSI meeting in Alexandria, Virginia to help NCSI finalize the *Leading by Convening* rubrics for states and potential use in SSIP learning sites.
    - Ms. Hernandez was a presenter at the *SAP/ICC Stakeholder Involvement in Evaluating the State Systemic Improvement Plan (SSIP)* webinar.

- National Technical Assistance Center on Transition (NTACT)
    - Essential TA has been provided to Pennsylvania during development of SSIP Phases I and II by NTACT experts Drs. Loujeania Bost and Matthew Klare. This included support for the identification and selection of Coherent Improvement Strategies, design of the Theory of Action, and conceptualization of the evaluation plan. They also trained the PaTTAN SSIP consultants on the use of the NDPC-SD Implementation Framework, which includes the action plan currently being used by the SSIP learning sites.

- IDEA Data Center (IDC)
    - PDE is collaborating with IDC for the evaluation component of the SSIP plan. Initially, the SSIP Core Workgroup met with Dr. Kellie Kim in Jacksonville, Florida at the IDC Data Institute. Following the institute, Dr. Kim provided onsite TA to assist with initial planning for evaluation. Later, Dr. Kim provided TA to Pennsylvania by reviewing multiple drafts of the document. Her expert advice was vital in developing the final version of the plan.

Assistance Needed to Apply Research to Effect Systems Change and School Reform

Pennsylvania will continue collaborating with the TA providers, particularly NCSI, NTACT, and IDC, to apply research and utilize EBPs to improve results for students with disabilities who are off-track for graduation.

APPENDIX 1 SSIP Presentations and Participation at State and National Conferences		
Dates	**State Conferences**	**Presenters**
February 4-6, 2015	PDE Conference 2015: Digital, Media, and Global Literacies in Every Classroom for All Learners	PaTTAN SSIP Consultants
May 1, 2015	Annual IU and PaTTAN Secondary Transition Consultants Meeting	PaTTAN SSIP Consultant
May 27-28, 2015	2015 PA PBIS Implementers Forum	PaTTAN SSIP Consultants
June 10, 2015	Bureau of Special Education and PaTTAN Data Retreat	PaTTAN SSIP Consultants
June 29, 2015	Multi-Tiered Systems of Support (MTSS)/ Response to Instruction and Intervention (RtII) Bootcamp	PaTTAN SSIP Consultants
July 23, 2015	PSEA Leadership Conference	PaTTAN SSIP Consultant
July 22-24, 2015	2015 Pennsylvania Community on Transition Conference, Navigating the Road to Success	PaTTAN SSIP Consultants
July 27-30, 2015	2015 Special Education Leadership Summer Academy Beyond Legislation: From Regulations to Practice *(Special Education Supervisors, IUs, SDs, and CSs)*. • SPP/APR presentation/ facilitated discussion • SSIP Presentation / facilitated discussion	PaTTAN SSIP Consultants
August 3-6, 2015	2015 National Autism Conference	PaTTAN SSIP Consultants

Dates	State Conferences	Presenters
August 13, 1015	Pennsylvania State Interagency Coordinating Council (SICC)	Part B and Part C SSIP Core Workgroup members
September 16, 2015	Academic Recovery Liaisons	SSIP Core Workgroup member
September 17, 2015	PA Fellowship Program	PaTTAN SSIP Consultant
November 10, 2015	SSIP Training for BSE, alignment to Compliance Monitoring and Indicator 1	State Director and SSIP Core Workgroup member
December 8, 2015	2015 SAS Institute (Two sessions)	PaTTAN SSIP Consultant
February 11, 2016	PDE Conference 2016 Making a Difference: Educational Practices That Work!	PaTTAN SSIP Consultant
Dates	**National Conferences**	**Presenters**
May 12-14, 2015	From Theory to Action, 2015 Jacksonville Data Institute	State Director and SSIP Core Workgroup member
May 12-14, 2015	Knowing Your Audience: Communicating to Build Understanding and Support – 2015 Jacksonville Data Institute	NCSI, HUNE and SSIP Core Workgroup member
July 27-29, 2015	2015 OSEP Leadership Conference	Participation: SSIP Core Workgroup, SEAP members
October 20-21, 2015	NCSI Collaborative on Graduation and Post School Outcomes, Salt Lake City, Utah	SSIP Team: SSIP Consultants, HUNE

Dates	National Conferences	Presenters
October 21, 2015	Presentation at NCSI Collaborative on Graduation and Post School Outcomes, Knowing Your Audience: Communicating to Build Understanding and Support	NCSI, HUNE and SSIP Core Workgroup member
October 26-28, 2015	National Dropout Prevention Center Conference, San Antonio, Texas	PaTTAN SSIP Consultants
November 6, 2015	Meeting with National Secondary Transition Technical Assistance Center (NTTAC), SSIP Phase II Plan, Charlotte, NC	NTACT and SPP/APR/SSIP team members
January 28-29, 2016	NCSI, Leading by Convening Rubric development for SSIP sites	HUNE and SSIP Core Workgroup member
February 1-3, 2016	2016 OSEP Virtual Leadership Conference	Participation: SPP/APR/SSIP team members
February 19, 2016	SAP/ICC Stakeholder Involvement in Evaluating the State Systemic Improvement Plan (SSIP)	HUNE, OSEP, and national presenters
SEAP: Stakeholder Input Sessions		
September 2015	SPP/APR Overview, including SSIP	State Director, HUNE and SPP/APR/SSIP team members
November 2015	Working with LEAs HUNE Partnership Evaluation Planning	State Director, HUNE and SPP/APR/SSIP team members
February 2016	SSIP Evaluation Plan	State Director, HUNE and SPP/APR/SSIP team members