

Proposed Scope of Work

The Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida and the Communication and Early Childhood Research and Practice Center at Florida State University propose to collaborate with the three Early Steps model demonstration sites (i.e., Northcentral FL Early Steps, Northeastern Early Steps and North Dade Early Steps) as they implement their *Demonstration Site Implementation Plan*. This demonstration site plan was developed as part of the State Systemic Improvement Plan (SSIP). In collaboration with the model demonstration sites and the Early Steps State Office, the work proposed by the Anita Zucker Center and the Communication and Early Childhood Research and Practice Center will help support the achievement of the following objectives and activities described in Appendix C of the SSIP:

Objective 1:

Develop policies and procedures that will improve the capacity of the Early Steps Program to identify and support social-emotional development for infants and toddlers.

Activities Under Objective 1:

- Establish a professional development system that includes the use of mentors and coaches

Objective 2:

Establish a professional development system to support evidence-based practices related to social/emotional development.

Activities Under Objective 2:

- Identify core competencies for all Early Intervention providers and staff
- Develop tools to assess staff competency levels
- Provide assessment feedback to demonstration areas and coaches
- Develop training plans
- Develop a process to determine coaching needs
- Identify additional training and resource needs

Objective 3:

Align State and local initiatives improving practices of the Early Intervention workforce to support social/emotional development of children served.

Activities Under Objective 3:

- Identify specific tools and resources to support social/emotional development
- Determine how subject matter experts support the coaching model and demonstration sites

Objective 6:

Support selected demonstration sites in developing and implementing a coaching structure to sustain the Local Early Steps (LES) efforts.

Activities Under Objective 6:

- Convene a workgroup (Early Intervention Coach Workgroup) to identify and develop the role, core competencies, and functions of coaches in demonstration sites
- Establish core competencies and functions of coaching positions

- Identify entity to coordinate training and implementation of coaching practices
- Train coaches on recommended practices to support social/emotional development and implement coaching process
- Convene regular meetings of coaching from each site to provide support and ensure consistent use of recommended practices

Specifically, the Anita Zucker Center for Excellence in Early Childhood Studies and the Communication and Early Childhood Research and Practice Center will:

1. Provide ongoing and targeted professional development and technical assistance to the demonstration site team (ESSO Training Coordinator, model site project coordinators, coaches) and “in-field” implementation team members as they develop, implement, and evaluate the model demonstration approach and associated resources and materials at each of the three demonstration sites.
2. Deliver professional development, including workshops and ongoing implementation support for the demonstration site team and in-field team members focused on *targeted* and *evidence-based* home visiting practices to support young children’s social and communication development and learning, including practices from Embedded Practices and Interventions with Caregivers (EPIC, Woods, Snyder, & Salisbury, 2012; <http://epicintervention.com/>) and the Pyramid Model (Hemmeter, Fox, & Snyder, 2013). In addition, we will support lead coaches and in-field team members to use an evidence-based, practice-based caregiver coaching model (Snyder, Hemmeter, & Fox, 2015; Friedman, Woods, & Salisbury, 2012). The professional development will include 3 days of training at each site, 2 days of training for the coaches from each of the model demonstration sites, support for implementation of coaching and communities of practice, bi-weekly coaching calls, and monthly site coordinator calls or meetings.
3. Work with the ESSO training coordinator and the model sites to revise Project TEST materials (originally developed for Early Steps by the Anita Zucker Center and North Central Florida Early Steps) to ensure its alignment with the targeted and evidence-based home visiting practices to be implemented as part of model demonstration activities at the three pilot sites.
4. Support the ESSO training coordinator and model demonstration sites to develop sustainable and replicable professional development, including a coaching structure, focused on targeted and evidence-based home visiting practices to address young children’s social and communication development and learning as reflected in the *Demonstration Site Implementation Plan*.
5. Support the ESSO training coordinator and model demonstration sites to collect and analyze implementation fidelity and child and family outcomes data to evaluate inputs, outputs, and outcomes from the model demonstration project as described in the *Demonstration Site Implementation Plan*.

A project management plan with project activities and timelines is shown in Appendix A and a table of project deliverables is shown in Appendix B.