State Systemic Improvement Plan (SSIP)*

Indicator B-17/C-11 Annual Performance Report (APR) Template (draft)

Section 1: Theory of Action (1 page)

The theory of action has not changed since the last submission, it is uploaded along with Connecticut's logic model.

Section 2: Status of the State-identified Measurable Result (SiMR) (1-3 pages)

Current SiMR:

Has the SiMR changed since the last SSIP submission? ☒ No ☐Yes

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

Progress toward the SiMR (see first bullet under Section 2 instructions):

	Baseline Data	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024
FFY Target	87.00%	87.00%	N/A	N/A	N/A	N/A
FFY Data (Actual)		87.50%	N/A	N/A	N/A	N/A

Has the SiMR baseline data changed since the last SSIP submission?

☒ No ☐Yes

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

Have SiMR targets changed since the last SSIP submission?

☒ No ☐Yes

If “Yes”, provide an explanation for the change including the role of stakeholders in target setting.

If applicable, describe any additional data used by the State to assess and describe progress toward the SiMR.

Additional Data:

- Connecticut developed a Quality Practices Self-Assessment (QPSA) with stakeholders and several TA centers input. The self-assessment was developed to help practitioners identify their strengths and areas for growth in fidelity to quality and best practices in early intervention. Data collected from this survey will be tied to the SiMR and help with professional development. The self-assessment comprised of five sections, which include; Involving Families, Natural Learning Environment Practices, Coaching, Teaming, and Disposition Knowledge and Values.

- Connecticut used electronic Coaching Logs to assess fidelity among practitioners who attended Rush and Shelden's two-day training and received six months of technical assistance.

If applicable, describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns <u>or</u> check N/A if no data quality concerns were identified for the reporting period.

☒ N/A

Using data from the FFY18 (July 1, 2018 - June 30, 2019) NCSEAM Family Survey, there were 295 families with children who were determined to be eligible for Part C based on a diagnosed condition that has a high likelihood of resulting in developmental delays. 232 of those families did not answer "Very Strongly Agree" to all the items on the survey. Of those 232 families, 203 or 87.50% had a pattern of responses that resulted in a measure that met or exceeded the national standard for SPP/APR Indicator 4b (early intervention services helped the family communicate effectively about the child's needs).

Section 3: **Executive Summary** (Approximately 3-6 pages)

Connecticut remains focused on the states' Theory of Action and SiMR. The SiMR outlined as parents being able to describe their child's abilities and challenges more effectively as a result of their participation in Early Intervention. Connecticut's logic model measures the SiMR through several indicators, including Indicator 4 of the APR and through the logic model, which breaks out measures in three areas, including Education and Outreach, Professional Development, and Fiscal. Over the last year, several impactful changes occurred within the system, as outlined below.

<u>Education and Outreach:</u>

In the fall of 2019, the lead agency hired a new Education and Outreach position which will take the Interagency Coordinating Council (ICC) support role at the Lead Agency. The system will significantly benefit from the hire as she has worked as an early interventionist and has previously provided TA to programs within early intervention.

The Office of Early Childhood will collaborate with Connecticut Children's Medical Center to train Early Childhood Educators (ECEs) to administer the M-CHAT-R in hopes of increasing early detection. This mission will evaluate any broken and systematic inequities in referrals for autism. Additionally, several workgroups have occurred over the last year, including a transition workgroup and hearing impaired workgroup. The transition workgroup, comprised of program directors, legislators, Office of Early Childhood staff, and Department of Education staff, explored options for children who transition from Part C to Part B at age three. Particularly those who turn three during the summer months to address the summer desert. The workgroup suggested an extension of Part C for children who turn three over the summer to provide families options in supports; in order to provide further supports for families as outlined in Connecticut's SiMR and as a way to prevent regression over those months.

In the spring of 2019, several transition workshops, aligned with the SSIP logic model, were held in order to enhance Local Education Agencies (LEA) understanding about what Birth to Three looks like. Additionally, in the fall of 2019, the Part C Coordinator and Part C Data Manager presented with the Part B 619 Coordinator and Part B Data Manager on transition to LEA staff and superintendents. Feedback from the workshops and presentations were well received with many positive comments. Further, six regional transition forums, led by Part C Coordinator, Alice Ridgway, 619 Coordinator, Andrea Brinnel, and the Connecticut Parent Advocacy Center (CPAC), occurred in the spring of 2019. There were over 350 people registered for the forums, and feedback was all-around positive. Andrea Brinnel and Alice Ridgway are currently collecting feedback and data in terms of how the transition forums affected change in the transition process.

Professional Development:

As mentioned in the SSIP evaluation plan, the system has engaged new master coaches over the last year and has brought a new cohort of staff into the Rush and Shelden two-day training. Rush and Shelden training enables Connecticut to scale up evidence-based practices and bring more master coaches to enable the sustainability of ABT practices. Procedure and contracts address the emphasis on training and supporting staff using evidence-based practices. For the sustainability of the program, the lead agency now has a certified Fidelity Coach, the only one north of the Mason Dixon line. Having a certified Fidelity Coach leads to opportunities to develop more Master Coaches internally, without the need to contract for additional support from national experts.

In the summer of 2019, Connecticut collected data using a Quality Practices Self-Assessment (QPSA), developed with stakeholder input and TA input, and required that all EI Practitioners who provided more than one hour a week providing EI took the survey. The survey took roughly ten minutes to complete and is to be used to provide the data Connecticut needs for the SSIP to measure change over time. This self-assessment was completed and rolled out ahead of schedule and has already supplied valuable information for the Lead Agency and programs. The lead agency will begin to evaluate the linkage between the QPSA, family outcomes, and IFSP and service delivery data in order to measure Connecticut’s Theory of Action.

The initial analysis of the QPSA was completed in December 2019. Deidentified results were shared with programs, and statewide results were presented to programs and the ICC. The analysis was completed with stakeholder input and with input from the ICC on what data points the system should evaluate. The QPSA was developed to show change over time; therefore, over the next several years, in the summer, the QPSA will be sent out to programs, and each practitioner will retake the self-assessment. With the use of a unique ID, the system will be able to look for trends and growth over time.

With ICC and stakeholder input, the Professional Development Committee is actively working on developing a brochure and the development of a workgroup with a focus on a quality workforce and the development of Birth to Three. Leadership competencies are something that the system is looking to implement in collaboration with Connecticut's Part B. In the fall of 2019, Connecticut was awarded grant 84.325L, the only early childhood agency to receive the grant, and will work in collaboration with our UCEDD and Part B partners to develop leadership competency is in leaders who support children birth to five. Implementation will aid in attracting and retaining staff, succession plans for any changes in the system, and transition process of children transitioning from Part C to Part B.

Fiscal:

In the fall of 2019, the Lead Agency published a Request for Proposals (RFP) and released the results in December of 2019. All current programs applied. The results led to a reduction from 32 programs, operated by 27 agencies, to 19 programs which will be starting in July 2020. The programs continuing in the new landscape are comprised of general comprehensive and deaf and hard of hearing programs. The system is confident that programs continuing, will bolster the quality of supports for families.

In the new payment structure, there have been some financial burdens for deaf and hard of hearing programs, particularly when they travel long distances. In the summer of 2019, the Lead Agency along with EHDI and deaf and hard of hearing providers, explored distance payments for visits to families outside of deaf and hard of hearing programs catchment area. As a result, the system enacted a distance payment for visits outside of a catchment area to offset this burden. Additionally, Connecticut has been working diligently with the Department of Social Services (DSS) in drafting a procedure for Remote EI. This procedure will take effect by July 1, 2020, and will enable programs to provide Remote EI to children who have compromised immune systems, are deaf and hard of hearing, or need supports from a specialty that is not readily available in the area they reside.

The State completed the ECTA/DaSy Framework Self-Assessment with stakeholder input. Connecticut updates the self-assessment throughout the SSIP as a way to measure needed changes to the infrastructure. The lead agency will also measure how Part C better aligned with current OEC initiatives over time. Additionally, the system took part in ITCA's Fiscal A Cohort. Through this cohort, the system was better able to collaborate with our fiscal partners in the Office of Early Childhood and fill in the fiscal self-assessment with collaboration. This improved the relationship between the system and the Office of Early Childhood.

Additionally, using the Birth to Three transactional database that generates provider invoices and the utilization of data combined with regular reports from the DSS and a billing contractor, the State measures revenue from Medicaid and commercial insurance monthly to ensure that the resources needed to sustain a high-quality system are available.

Section 4: Status of Infrastructure Improvement Strategies (*Approximately 2-3 pages per coherent improvement strategy*)

Infrastructure improvements occur on a continuum and consistently evaluated and modified as needed. While evaluating the logic model, the infrastructure improvements outlined below, are evaluated by education and outreach, professional development, and fiscal.

Education and Outreach:

Transition Forums:

In the spring of 2019, the Part C Coordinator, along with the Part B 619 Coordinator and CPAC, presented transition forums to school districts to enable the districts to understand Birth to Three better and lead to a better transition process. This forum included an overview of Birth to Three, IDEA's Part C to Part B transition process, including the roles and responsibilities of Part C and school district, and frequently asked questions. The forums helped LEAs better understand Birth to Three's role in this process and what supports the children and families have before age three.

The transition forum outlines the differences between Part C and Part B and familial input as to what families experience throughout the process. This forum enabled some myths about the transition conference to be debunked, including what the role of the Birth to Three providers is during that conference. It enabled LEA's to understand that the practitioner is there to support the family in the family discussing their child's needs at the transition conference, rather than the practitioner telling the school district what the child needs. Overall, feedback from the transition forums indicated that the forum was well received and that the districts understood Birth to Three better as a result of attending the forum.

Professional Development:

Quality Practices Self-Assessment (QPSA):

After many revisions, which included extensive National TA Center and local stakeholder input, the Quality Practices Self-Assessment was finalized in February 2019. This self-assessment focuses on fidelity to Evidence Based Practices (EBPs) in Early Intervention, including, Natural Learning Environment Practices, Coaching, Primary Service Provider, Family-Centered practices, and Basic Disposition and Knowledge. It was sent to programs for completion by all Early Intervention Service (EIS) providers, with baseline data completed on August 22, 2019. Individual EIS provider input feeds up into a program report which summarizes areas of strengths, needs, and potential professional development needs. This self-assessment will be sent to programs at the start of each fiscal year, and the system will look for trends and evaluate how training impacts fidelity of practices, what areas of fidelity to practices are lagging behind others, and determine any infrastructure changes that may need to address.

Use of Electronic Coaching Logs (ECLs):

Annually since 2015, the state has contracted with Rush & Shelden to provide training and 6-10 months of monthly technical assistance to teams from programs. As part of the TA, the team members write coaching logs detailing their conversations with families. These logs are used to determine their fidelity with coaching practices. Until this year, paper logs were "scored" by national experts based on their rating of the log. This year was the first year that Electronic Coaching Logs (ECLs) were piloted in the state, ECLs use precise formulas to determine the level of fidelity in 15 aspects related to coaching and natural learning environment practices, include comments from the national experts, and are used during the monthly TA calls. The ECLs increased the objectivity of the rating of fidelity and have led to a greater number of team members achieving fidelity faster than in years past. Stakeholder input from those using the ECLs, as well as the state's Master Coaches and Fidelity Coach, was gathered and led to modifications to the ECLs.

Fiscal:

Request for Proposals (RFP):

The lead agency wrote the RFP with a heavy emphasis on evaluating programs based on their fidelity to EBPS. Training and TA have been provided by national experts (Rush & Shelden) each year since 2015. Many more programs expressed interest in receiving training and TA, knowing the RFP was pending for Fall 2019. The training was our largest cohort, with 16 teams from 15 different programs participating in training and 6-10 months of TA. Results from the RFP were released in December of 2019, and, as expected, programs that had participated in past training and TA on EBPs scored significantly higher than those that had not. There will be 19 programs providing comprehensive Early Intervention in CT as of 6/30/20, and after this last cohort's training, 18 of 19 programs have at least one trained team and Master Coach. The only program that will have a contract to provide Birth to Three supports as of 6/30/20 that has not participated in this training/TA was previously a hearing specialty program and will now be expanding to be a comprehensive program.

The OEC developed a risk rubric that the scoring panel completed while scoring the RFPs in order to prioritize those programs that might need technical assistance. TA support will be provided based on the risk rubric, and providing intensive TA support will to the one program that has not previously received training to ensure the use of these quality practices.

Section 5: **Status of Evidence-Based Practices** (Approximately 4-6 pages)

Evidence-based practices and implementation of the practices continued to grow over the last year. Through the outline in the logic model, education and outreach, professional development, and fiscal, the implementation of evidence-based practices continued.

Education and Outreach:

The Preschool Development Grant (PDG) Birth through Five federal funding opportunity recognized Part C as a vulnerable population in the grant. Connecticut Part C, in conjunction with our SSIP work demonstrated through our state efforts, attention and opportunity for local collaboration as needed to successfully address the transition between Part C and Part B. The Part C lead agency staff collaborated with the Part B 619 coordinator in writing a part of the PDG grant. Connecticut was partially awarded and will be planning for EIS staff from each program to attend regional technical assistance meetings. The state will plan to coordinate five regional facilitated transition technical assistance meetings to make local connections and address local solutions to transition barriers. The most significant barrier to Part C and Part B local coordination is the staff having time to attend training and networking to gain knowledge about appropriate transitions, and to determine solutions for local transition challenges. Early childhood transition has been a longstanding area of focus for programs serving young children with disabilities. The state will partner with Eastern Connecticut state University and develop two online modules for personnel development and to improve the understanding of Part B and Part C. The first module focusing on the requirements of transition from Part C to Part B for personnel. The second module is specific to Part C personnel for families transitioning to community services. Connecticut also received funding to develop a video for Part C families on the transition to Part B services to host on the website. The lead state agency will also like to plan additional opportunities to outreach and inform school districts on Part C supports.

Online and in-person training for Service Coordinators was revised entirely and included more emphasis on best practices in Early Intervention. Feedback from evaluations has been extremely positive for this change in Service Coordination training. Providers have engaged with Charter Oak, a college in Connecticut that offers Child Studies degrees and early childhood education degrees to engage students in the COSC ECE and ARC programs with early intervention. Program staff has engaged students in assessing children in natural learning environments and has discussed what early intervention is. Having the "highest caliber" trainers provide hands-on practices and introduce students to the field brings a new perspective and has enabled discussions on the hiring of new staff and retention of qualified early intervention existing staff.

Over the year, the lead agency created training videos and updated the website to reflect it, which can be found here: https://www.birth23.org/providers/provider-resources/spider/ and https://www.birth23.org/providers/provider-resources/b23forms/. Videos developed with stakeholder input as a collaborative approach. Many of the training videos are used by families and providers to understand the necessary forms.

Professional Development:

The specific EBPs targeted for the past five years have been Natural Learning Environment Practices (NLEP), coaching as a style of interaction, and a Primary Service Provider approach to teaming. Fidelity with these practices builds the confidence and competence of caregivers in being able to assess their child's strength, abilities, and challenges, as well as coming up with strategies to address the challenges, as it aligns with our SiMR.

The higher the fidelity our EIS providers have with these EBPs, the more likely our SiMR will be achieved. This year we offered another annual training (two-day team training plus one day Master Coach training) in conjunction with mandatory six months of monthly TA for the team and at least four additional monthly TA sessions for Master Coaches. The training was our largest cohort with 16 teams from 15 different programs (78 EIS providers) as well as 20 new Master Coaches. To date, 263 EIS providers have received this intensive training and TA. From the data collected on the QPSA, we had 743 EIS providers complete the survey.

Staffing changes show a substantial increase in staff from the previous years (previously 540 staff), and are likely due to the significant growth in numbers of children and families served this past year (approximately 6000 vs. 5000). The growth in staff, therefore, affects the percentage of staff trained.

Currently, 35 percent of staff have gone through intensive training and TA. However, since the increase of trained Master Coaches (60 after this last cohort), the programs are addressing training more internally. The lead agency has shared the one-day NLEP training materials as well as the training materials from national experts Rush & Shelden in order for the program to deliver the training via their Master Coaches. This increases the sustainability of the implementation of these EBPs.

Additionally, several programs have used their Master Coaches to provide monthly TA through the use of ECLs with staff in order to advance coaching practices. This aspect of fidelity is much more labor-intensive. Data about how these Master Coaches used at the programs was collected through interviews of program directors and revealed that programs do not utilize master coaches in this capacity due to a tighter fiscal climate (change to fee-for-service).

The ICC committee and additional interested members formed a workgroup that will work on finding manageable solutions to this issue. Emphasis on training and support for staff using evidence-based practices is addressed in the new contract, as well as through procedure. It is important to note that, with the results of the recent RFP, there will be 19 programs providing Early Intervention in CT. 18 of 19 programs (95 %) that will be offered contracts as of 6/30/20 have at least one trained team and one Master Coach.

While we continue to offer team training to programs this year, the emphasis will also be on supporting the growth and use of our Master Coaches. Additionally, the lead agency hired another staff member who is in the process of completing Master Coach training, and the staff member responsible for personnel development, became certified as a Fidelity Coach who is now capable of training Master Coaches independent of our national experts. This affords the state greater capacity to support Master Coaches.

The data from the QPSA has given a clearer picture of where the state stands with fidelity to practices. As we hypothesized, the more hours a practitioner worked, the higher the rate of fidelity across practices. In addition, those who went through Rush and Shelden's two- day training rated themselves higher on the self-assessment than those who did not attend the two-day training.

To further this, those who went through the six months TA provided by Rush and Shelden, along with those who are master coaches rated themselves at a higher rate than those who did not participate. Additionally, data available on ECLs from all 78 team members and 20 master coaches provides a wealth of information as to levels of fidelity and common areas that need emphasis in order to achieve fidelity (i.e., NLEP).

We continue to offer the one-day NLEP training and added additional training on the EBPS and NLEP to the Initial Birth to Three Certificate that was developed last year and required of all staff. An observation checklist was developed for the assessment of coaching practices and distributed to master coaches and program directors. An update of the website included more information, PPs, videos to support independent learning on these EBPs, both for staff and families. A *Foundations of Coaching* video was developed in conjunction with national experts and is now being used for training both in CT and nationally.

Fiscal:

The last year was the first year that the system was financially stable. The changes in payment have settled, and programs are able to track their fiscal liability better. Due to this settling, the Lead Agency published an RFP. Every program had applied to the RFP along with some additional programs. The application process further indicated the payment structure settlement with all programs applying. The system will have at least two programs per town in the new contract period beginning July 1, 2020, to include family choice in the new contract period.

Implementation of changes in the fiscal structure to the payment procedure, the Birth to Three fiscal offices will track the impact with monthly reports. Through regular communication with EIS programs, the lead agency will measure the progress toward the outcomes related to enhancing a fiscal system that supports the EBPs in order for the state to achieve its SiMR. As a result of data reviews, the lead agency will work with DSS, CMS, and a billing contractor to propose modifications needed to the financial infrastructure to be able to continue to support high-quality programs.

Other indicators in the APR will also be a measure of success. If there are sufficiently high-quality EIS programs and providers, Connecticut will continue to meet the requirements of the IDEA for timely IFSPs, new services, and transition planning activities.

Section 6: Stakeholder Engagement (2-3 pages)

Stakeholder engagement is something Connecticut prioritizes in every activity completed. The State actively engages stakeholders through ICC meetings, provider meetings, and groups such as data users group. Weekly, the Part C coordinator, sends updates to providers and other stakeholders to update them and gather input on the measurable results. Additionally, the State engages with stakeholders to review reports such as the APR and SSIP.

Education and Outreach:

Each implementation team developed sections of the evaluation plan. The education and outreach implementation team will meet quarterly to look at the data received from online surveys, presentation questionnaires, and input from families and EIS providers. Information from these reviews is used to revise strategies for distributing information about Birth to Three.

As a baseline for tracking progress and change in the Part C infrastructure, Connecticut has completed all sections of the Early Childhood Technical Assistance (ECTA) Center / DaSy Self-Assessment (see attached summary). The Self-Assessment will be updated as the system changes over time. A final assessment was completed in the summer of 2019.

The State is developing a new data system, with stakeholder input collected via the data user group. The data user group meets bi-monthly, and attendees include our partners at Child Development Infoline (CDI) and program users of the system. During the group, the users discuss challenges in the system and things that are helpful. While planning and building the new system, users will note what they would like to see in a new system and what they would like to remain the same. As development occurs, this user group will perform testing on the new system and provide input. Ultimately, the group will meet more often if needed but, with their input, the meetings occur bi-monthly.

Professional Development:

In the summer of 2019, Connecticut collected data using a Quality Practices Self-Assessment (QPSA), developed with stakeholder and TA input. Connecticut sent the survey to stakeholders for their input and to address any further concerns from stakeholders. A group of stakeholders took the survey as a trial and reported on length of time it took them to complete the survey and rated their thoughts of the effeteness. The analysis was completed with stakeholder input and with input from the ICC on what data points the system should evaluate. This measure was developed to show change over time; therefore, over the next several years during the summer, the QPSA will be sent out to programs, and each practitioner will retake the self-assessment.

With ICC and stakeholder input, the Professional Development Committee is actively working on developing a brochure and the development of a workgroup with a focus on a quality workforce and the development of Birth to Three. Leadership competencies are something that the system is looking to implement along with collaboration with Connecticut's Part B counterparts. In the fall of 2019, Connecticut was awarded grant 84.325L, the only early childhood agency to receive the grant, and will work together with our UCEDD and Part B partners in order to develop leadership competency is in leaders who support children birth to five. Implemented will lead to attracting and retaining staff, succession planning for any changes in the system, and aid in the transition process of children transitioning from Part C to Part B.

Fiscal:

Fiscally the system had stakeholder input through several workgroups, including a deaf and hard of hearing workgroup and a transition workgroup. Each group met and had stakeholder input from various state agencies, legislators, nonprofits, programs, and the public. Each workgroup brought valuable insight into the system and promoted change. Workgroups provide a valuable resource to the lead agency as it is a way for multiple stakeholders to discuss challenges and recommend systematic changes. Additionally, workgroups provide ways in which the lead agency can gain insight into procedural changes that occur before implementation.

Section 7: Plans for Next Year (1-2 pages)

With contract negotiation and grant awards, Connecticut looks forward to a busy year of changes and implementation. Including the refinement of documents and fidelity across practices, broken out by the logic model as follows.

Education and Outreach:

The Office of Early Childhood will be working with UConn to implement a leadership course developed under grant 84.325L, working closely with Part B, to develop leaders in early childhood from birth through age five. The goal of this course will be to be a starting point of other leadership development opportunities, including a leadership course in Part B with the use of a SPDG grant.

The Office of Early Childhood was awarded PDG funds and some of those funds will be used to translate documents within the agency. Birth to Three will have a translation for handouts in several languages, including translation into Spanish for specific billing handouts per provider input. With stakeholder input and looking at the data on languages spoken by our families, documents will be translated in other languages to ensure more families have handouts in their native language.

Professional Development:

The lead agency began efforts to implement a waiver for certification of teachers throughout the state. The waiver will allow teachers to work in early intervention while keeping the benefits that they would receive working in a school system. This change is influential in the system as it will expand the workforce and enable early interventionists to stay engaged with the birth to three. The lead agency looks to implement the waiver July 1, 2020.

Based on the RFP resulting in fewer programs providing supports in expanded areas, TA will be provided to ensure that Activity-Based teaming is provided to families at a high level of quality. The only program that does not have staff who participated in the intensive training and TA, was previously a hearing specialty program and will be the focus of supports immediately. Additional staff in the lead agency trained as Master Coach(es) and/or Fidelity Coach(es). This will significantly enhance the capacity of the lead agency to support these EBPs.

The lead state agency will also like to plan additional opportunities to outreach and inform school districts on Part C supports. Over the next year, there will be continued data analysis and evaluation of the effectiveness of the measures. The system will continue to evaluate the collected data in order to connect to family, child, and programmatic outcomes. Work continues on the development of the self-assessment to ensure that it continuously results in the collection of useable data. Further, over the next year, the system will send the QPSA out to providers again and begin to collect year-to-year data.

Fiscal:

The RFP was published in the fall of 2019 so that new contracts will be negotiated in the spring and fully executed by June 30, 2020. After the new contracts are in place, the OEC will work with programs to determine how families change what they do and how they think as a result of their experiences in Part C. As the procedure for Remote EI is refined and approved, Connecticut looks to implement Remote EI so that there is continued support for families.

Additionally, the system looks forward to continued participation in any Cross-State Learning Collaboratives about family outcomes and results-based accountability as well as the Family Outcomes Data learning community, Pay for Success workgroup, and the ITCA Fiscal Initiative.

Section 8: **Appendices** (not required)

The logic model, Theory of Action graphic, evaluation plan, and Quality Practices Self-Assessment has been attached.