Arizona Implementation Activities Worksheet

A. Strand of Action: Scale up and Sustain Implementatin of Evidence-based Practices

B. Improvement Strategy: DES/AzEIP leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and

C. Outcomes:

Short-Term	EIP practitioners implement TBEIS with fidelity including resource-based practices and have improved understanding of child development including social emotional development for infants and toddlers
Short-Term	EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development
Short-Term	EIP practitioners develop collaborative partnerships with families, other team members, ECE community partners
Short-Term	EIP leaders develop internal processes, including Master Coaches, training and TA to support implementation with fidelity
Longer-Term	Families receive necessary supports and services, in a timely manner to assist them to increase the quality of parent-child interactions to support their child to engage and participate in everyday activities (enhance their confidence and competence to support their child's social emotional development

D. Implementation Activities and Steps:

Activities to Meet Outcomes	High Priority	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible?	Timelines (projected initiation & completion dates)	TA Center Support (as appropriate)	Potential Measurement	Completed
		State	Local							
EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development				*1. Analyze need for support on ASQ-SE by identified region.*	Survey	AzEIP P & PD Coordinator	Nov-15	ECTA DaSY ECPC	Process: did it happen. Reporting metrics will indicate that ASQ-SE needs will be identified by region.	
				2. Schedule trainings, and/or local collaboration meetings for each idenfied region.	FTF Funds, Trainers, Space for Trainings	AzEIP P & PD Coordinator	January 2016-June 2016		Process: did it happen. Reporting metrics will indicate that ASQ-SE trainings and/or local collabiration meetings will be scheduled for each identified by region. Impact: Did it have the desired effect. Reporting metrics will indicate that EIPs are documenting use of screenings from partners and not re-screening; Reporting metrics will indicate that COS ratings have fewer outliers and anomalies.	
				3. Determine whether new ASQ-SE toolkits should be purchsed for each identified EIP	FTF Funds, Trainers, Space for Trainings	AzEIP P & PD Coordinator	January 2016-June 2016		Process: did it happen. Reporting metrics will indicate that ASQ-SE toolkits will be purchased for EIPs in identified by region. Impact: Did it have the desired effect. Reporting metrics will indicate that COS outcome ratings have fewer outliers and anomalies.	
									Process: did it happen.	

				4. Identify, adopt or create a Social Emotional Competency Check.	Social Emotional Competency Checks.	AzEIP P & PD Coordinator;			Reporting metrics will indicate that LA Staff identified a Socail Emotional Competency Check. Impact: Did it have the desired effect. Reporting metrics will indicate that practitioners can determine a child's present level of development in the social and emotional domain and document progress over time. Impact: Did it have the desired effect. Reporting metrics will indicate that COS outcome ratings have fewer outliers and	
ADE Infant Toddler Developmental Guideline Trainings				1. Require completion of trainings by new hires or DSIs/SCs with related degrees, on infant Toddler Developmental Guidelines Overview (include language in contracts)	ADE Trainers	AzEIP, DDD, Personnel	April 2016 - October 2016		Process: did it happen. Reporting metrics will indicate that ADE I/T Guideline tranings are scheduled for EIPs in identified regions, and that participants from identified regions attend. Impact: Did it have the desired effect. Reporting metrics will indicate that COS outcome ratings have fewer outliers and anomalies.	
				2. Require completion of Social Emotional Development Modules by all personnel.	ADE Trainers		April 2016 - October 2016		Process: did it happen. Reporting metrics will indicate that ADE I/T Guideline tranings are scheduled for EIPs in identified regions, and that participants from identified regions attend. Impact: Did it have the desired effect. Reporting metrics will indicate that COS outcome ratings have fewer outliers and anomalies.	
Revise policies to dfferentiate between SC and DSI responsibilities				1. Identify specific degrees for each role.	ECPC	AzEIP P & PD Coordinator	Nov-15	ECPC	Process: Policy was revised. Impact: DSI's have higher qualifications and are more qualified. SCs have qualifications necesssary to support families to identify their concerns, priorities and resources; can perform screenings; assist with eligibility determination; and support familiies and team members with child and family assessments, development of functional outcomes, coordination of resources, and ensure families are aware of and can use thier procedural safeguards, when necessary.	Nov-15
				2. Develop new language for Policy.	ECPC	AzEIP P & PD Coordinator	Nov-15	ECPC		Nov-15
				3. Hold Public Comment Period	ECPC	AzEIP P & PD Coordinator	February - April 2016	ECPC		
				4. Revise Proposed Policies as appropriate.	ECPC	AzEIP P & PD Coordinator	February - April 2016	ECPC		
				5. Implement new Policies.		AzEIP P & PD Coordinator	Jul-16	ECPC		