APPENDIX 10 – Arizona SSIP Improvement Strategy and Evaluation Details for Practices Strand

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

B. Improvement Strategy 1: DES/AzEIP provides consistent training and TA on policies, procedures, and practices to support implementation of evidence-based practices related to TBEIS and to support social emotional development

C. Improvement Strategy 2: DES/AzEIP leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and resource utilization

D. Key State Improvement Plans or Initiatives That Align With This Improvement Strategy

E. Improving Infrastructure and/or Practice

1. Is this improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance	☐	**Accountability**	☐	**Professional development**	☒
Data	☐	**Quality standards**	☒	**Technical assistance**	☒
Finance	☐				

2. Is this strategy intended to directly improve practices? Yes ☒ No ☐

F. Intended Outcomes

Type of Outcome	Outcome Description
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, and ECE community partners
Short term	EIP leaders consistently apply internal processes to support implementation with fidelity, which includes Master Coaches, training and TA

Intermediate	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
Long term	**SiMR:** Increase the percent of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A).

G. Evaluation Plan

1. Evaluation of Improvement Strategy Implementation

How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
AzEIP provided T&TA on policies procedures to support implementation of TBEIS as planned. Increase percentage of teams that have participants that have attended training on TBEIS	Documentation of T&TA on policies and procedures to support implementation of TBEIS. TBEIS training attendance records	Sept 2016
An increased completion of ADE Infant/Toddler guideline trainings by DDD SCs required to attend	ADE Infant/Toddler guideline training attendance records	June 2016
Increased number of trainings on social emotional development provided by partners attended by EI staff.	Partner training attendance records -- AzEIP attendees at partner trainings	August 2016
Increased rating on self-assessment on Personnel component of the Systems Framework.	Systems Framework self-assessment – personnel component	TBD

2. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
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	Did the practitioners achieve fidelity TBEIS after training and coaching? How many regions have approved/trained master coaches for TBEIS?	Increased percentage of teams that have participants that have demonstrated fidelity on TBEIS after receiving coaching. An increase in the # of regions with trained master coaches for TBEIS who have demonstrated fidelity to the practices.	TBEIS fidelity check List/inventory of approved/trained master coaches for TBEIS	August 2017
Short term	EIP practitioners identify social emotional developmental needs	What percentage of practitioners improved their development of IFSPs? What percentage of practitioners have an improved understanding of SE development?	An increased percentage of practitioners improved their development of IFSPs. An increased percentage of practitioners demonstrate an improved understanding of SE development	IFSP training rubric Data submitted to AzEIP office demonstrating competency checks	September 2017
Short term	EIP practitioners write functional IFSP outcomes that address social emotional development	What percentage of supervisors regularly "audit" IFSPs using the rubric? Does identification of children with S/E delays or supports	An increased percentage of supervisors regularly "audit" IFSPs using the rubric. An increase of percentage of IFSPs that identify children with S/E delays, outcomes and/or	Data submitted to AzEIP office demonstrating supervisor documentation of audits and their frequency	July 2016

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
		needed around S/E increase?	interventions	AzEIP data system documents eligibility reason, outcomes and interventions related to S/E – this may include data from reviews of IFSPs identified via sampling.	
Short term	EIP practitioners develop collaborative partnerships with families, other team members, ECE community partners	Does the number of IFSPs that include collaboration with behavioral health and/or DDD ALTCs services/supports increased?	An increase of percentage of IFSPs that include collaboration with behavioral health and/or DDD ALTCs services/supports	Sampling of IFSP document strategies or services that are collaborative with behavioral health or DDD ALTCs. This may include use of Family Survey data or data from community partners like Raising Special Kids.	July 2016
Short term	EIP leaders consistently apply internal processes to support implementation with fidelity, which include Master Coaches, training and TA	Does the EIP have system of internal process to support implementation with fidelity?	An increase of percentage of EIPs who have processes that include Master Coaches within teams, training and TA	AzEIP Training Data demonstrates change in percentage of Master Coaches, training and TA data (including competency checks).	December 2016
Intermediate	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	What percentage of families (in the SSIP regions) receive initial and new services in a timely manner?	An increased percentage of families receive initial and new services in a timely manner? An increased percentage	Based on report from ITEAMS Family survey	January 2017

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method	Timeline (projected initiation and completion dates)
	engage and participate in everyday activities (enhance their confidence and competence to support their child's social emotional development	What percentage of families in the SSIP regional report increase in the quality of their p-c interactions to support their child's participation in everyday activities? What percentage of families report enhanced confidence & competence to support their child's S/E development?	of families in the SSIP regional report increase in the quality of their p-c interactions to support their child's participation in everyday activities? An increased percentage of families report enhanced confidence & competence to support their child's S/E development?	Family survey	
Long term	SiMR: Increase the percent of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A).	Are more children exiting early intervention making greater than expected improvements in social relationships?	74 percent of children who exit early intervention, in identified regions, demonstrate greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A).	Child outcome indicator data - Summary Statement 1 of Outcome A-from AzEIP data system.	January 2017