Arizona Early Intervention Program – Part C State Systemic Improvement Plan Logic Model

Inputs

Resources

Business Analyst,
SMEs Data Manager
DES/Leadership Approval
Budgetary expenditure approval
Data Stakeholder Group
EIP State Leaders
Service Providing Agencies
DDD Liaisons
ICC Board
ICC Exec Committee
ICC Collaboration and Education Committee
TBEIS Providers
Cycle 3 IMA Participants
State COS Materials
AzEIP Data Policy
COS Online Modules
COS competencies/practices reflection tools

DEC Recommended Practices
ECPC
FIPP
FTF Funds
Trainers
ADE Trainers

DD Eligibility tool
ECCSG work group
FTF leadership
RSK
AzEIP Service Providing Agency representatives
AzEIP, DDD, FSA, ICC and other community support groups
ICC
Parent groups
Legislator to carry bill
DES legislative liaison
Examples/resources from other states

Strategies/Activities

Accountability

1) Development or enhancement of comprehensive data system (S)
2) Professional Development for EIP leaders and practitioners to look at data for accuracy and use it for decision-making and program improvement (Need to see value in data - importance of accurate record keeping as well as how it can help you in your practice) (C)
3) EIPs ensure development of data entry and processes to ensure timely and accurate data (L)
4) Implement COS Training (C)
5) EIP Leaders identify program level improvements across agency lines and assess fidelity of implementation of TBEIS practices

Practices

1) Develop PD structure for implementing TBEIS (C)
2) Launch standards of practice and TBEIS modules (C)
3) Align DDD family orientation with AzEIP family supports to support families to navigate the system (L)
4) Conduct Master Teams Institutes (C)
5) Conduct Master Coach Institutes (C)
6) EIPs provide coaching support to practitioners (L)
7) EIP leaders develop internal processes, including Master Coaches, training and TA to support implementation with fidelity (L)
8) EIPs Screen and/or evaluate for social emotional development (S)
9) Practitioners attend ADE Infant Toddler Developmental Guideline Trainings (C)
10) Revise policies to differentiate between SC and DSI responsibilities (L)

Fiscal

1) Complete the fiscal ECTA framework (S)
2) Coordinate and utilize exiting fiscal resources - three pronged approach (S)
3) EIPs adhere to AzEIP eligibility criteria (S)
4) Identify additional funding sources (S)
5) Provide support to providers to work with legislators on rate increase (L)
6) Develop Fiscal Review/Verification Process (S)
7) Develop the idea of value based and/or performance RFP contracting (e.g., for PD) (S)

Outputs

- Finalized data reports
- Increase timeliness and accuracy of data
- Increase Family Survey response rate
- EIP leaders analyze program and child outcomes data to ensure compliance with regulations of IDEA and determine effectiveness of EIP
- Data reflects training participation and resulting changes
- EIP Leaders implement program level improvements and collect data to drive decision-making to assess fidelity of implementation of TBEIS practices

- PD structure for implementing TBEIS will be in place
- More TBEIS trained teams and master coaches
- Increase use of fidelity assessments for Accountability
- More EIP practitioners will meet standards of practice
- EIP internal processes are in place, including Master Coaches, training and TA to support implementation with fidelity
- EIP practitioners will use social emotional screening
- Increased collaboration with DDD

- Increase funding sources for AzEIP
- Increase efficiency and effectiveness of AzEIP funds to ensure provision of high-quality supports to eligible children and their families
- Fiscal review/verification process will be in place

Outcomes

Short-term

EIP practitioners collect and input valid and reliable data to determine if children are making sufficient progress

EIP Leaders consistently analyze programmatic data to ensure compliance with IDEA and child outcome data to determine effectiveness of EIP

EIP Leaders consistently assess fidelity of implementation of TBEIS and implement program level improvements across agency lines

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

EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development

EIP practitioners develop collaborative partnerships with families, other team members, & ECE community partners

EIP leaders consistently apply internal processes to support implementation with fidelity, which includes Master Coaches, training and TA

EIP practitioners collaborate with community partners to obtain existing documentation at referral and access all available resources

EIP leaders enhance their capacity to recruit and retain EI professionals

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).

Implementation Drivers Key
(C) = Competency Drivers
(S) = System Drivers
(L) = Leadership Drivers