

Appendix 07: Practices Strand: Tracking and Reporting Implementation and Evaluation Data for State Systemic Improvement Plan (SSIP)

I. State: Arizona

II. Part B: **Part C:**

III. SSIP Leadership Team Members, Role and Organization Represented

Name	Position/Role	Organization/Agency
Maureen Casey	Interim Assistant Director; Part C Coordinator	Arizona Department of Economic Security/Division of Child and Family Engagement (ADES/DCFE)
Mike Worley	Business Administrator	ADES/DCFE
Kathy Coloma	Accountability Lead	ADES/DCFE
Jenee Sisroy	Acting Program Administrator	Arizona Early Intervention Program (ADES/AzEIP)
Annie Converse	Continuous Quality Improvement Coordinator/Data Manager	ADES/AzEIP
Lisa Casteel	Fiscal Projects Coordinator	ADES/DCFE
Alicia Sharma	Continuous Quality Improvement Coordinator/Professional Development	ADES/AzEIP
Docia Rojel	Dedicated Trainer	ADES/AzEIP
Tina Johnson	DDD EIU Administrator	Division of Developmental Disabilities (ADES/DDD)
Tanya Goitia	DDD EIU Program Specialist	ADES/DDD
Teri Nichols	DDD EIU Program Specialist	ADES/DDD
Barbara Schrag	Director of Early Childhood Programs	Arizona Schools for the Deaf and Blind (ASDB)
Laura Hocknull	Supervisor/Hearing Impaired Specialist	ASDB

IV. State-Identified Measurable Result(s)

Arizona will 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).

V. Improvement Strategies (list all)

Improvement Strategy 1 (P1): ADES/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.

Improvement Strategy 2 (P2): ADES/AzEIP leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and resource utilization

VI. 1. SSIP Improvement Strategy and Evaluation Details

A. Improvement Strategy

P1: ADES/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.

P2: ADES/AzEIP leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and resource utilization.

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

C. 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	<input checked="" type="checkbox"/>	Accountability	<input type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>
Data	<input type="checkbox"/>	Quality standards	<input checked="" type="checkbox"/>	Technical assistance	<input checked="" type="checkbox"/>
Finance	<input type="checkbox"/>				

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

D. 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).

E. Improvement Plan

Activities to Meet Outcomes	System Level		Steps to Implement Activities	Resources Needed	Who Is Responsible	Timeline (projected initiation & completion dates)	How Other LA/SEA Offices and Other Agencies Will Be Involved*	Status and Evidence	Implementation Notes: Barriers, Actions to Address Barriers, Description of Adjustments, Implications of Adjustments
	State	Local							
P1.1: Develop PD structure for implementing TBEIS	X		1. Explore whether ADES/ AzEIP can move Master Team training in house	FIPP Toolkits, DEC Recommended Practices Checklists	AzEIP, DDD (PD CQIC and DDD EIU Administrator)	September 2015	The Division of Developmental Disabilities (DDD) and the Arizona Schools for the Deaf and Blind (ASDB) provide support and feedback regarding PD and training.	Status: Completed Evidence: SOP trainings, LA staff worked with FIPP to identify documents that could be utilized to for trainings and ongoing coaching support, DDD funded an AzEIP dedicated trainer effective August 2016.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.1: Develop PD structure for implementing TBEIS (continued)	X		2. Complete Workforce/Professional Development Component of ECTA System Framework related to EI		AzEIP, DDD	January 2016-June 2016		Status: This was completed with LA Staff in Oct 2015, then again with ECPC in May 2016. The ratings are nearly identical, however the second rating reflects increased stakeholder engagement/involvement. Evidence: ECTA/DaSy Self-Assessment ratings.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.1: Develop PD structure for implementing TBEIS (continued)	X		3. Explore leveraging existing training to support DDD to hire SCs in identified SiMR regions.		DDD, AzEIP	Develop Pilot: July 2015-November 2015 Pilot: November 2015- May 2016		Status: Started Pilot November 2015 Evidence: DDD Pilot hire document, AZ Early Childhood Workforce Registry records, Training certificates and completion	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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P1.1: Develop PD structure for implementing TBEIS (continued)	X		4. Connect fidelity of practices to the state performance review process (MAP) and contractor performance as part of the new RFP (this would include development of performance measures that are approved by Personnel and roll out with staff).		DDD, AzEIP	April 2016– October 2016 July 2017-June 2018		Status: In Progress Evidence: This project is in progress and under review with leadership in DES to find ways of streamlining AzEIP Practice Standards with both the ADES/DDD employees and in the early intervention contracts. There has been a Value Map session completed for DDD with AzEIP participation.	Barriers: With implementation of the Arizona Management System this process has been delayed. However, the Arizona Management System is focused on improving standardization of work, this will be reviewed during the FFY 17-18 personnel review cycle. Need for increased collaboration between AzEIP and DES Office of Procurement to explore and write value-based contracts for RFP which include performance measures and incentives. Actions to Address Barriers: LA Staff have regularly scheduled meetings to address new contract questions and develop contracts to meet this need. Adjustments: Timeline is adjusted Implications for adjustment: More time is needed to align contracts to fit with the new MAP system.
P1.1: Develop PD structure for implementing TBEIS (continued)	X		5. Include in Supervisor responsibilities the review of functional outcomes as part of the IFSP reviews currently being done for IDEA compliance/AHCCCS audit.		PD CQIC, DDD EIU Administrator, CQICs and Liaisons	Launch NLO Supervisory course in Spring 2016.		Status: Completed Evidence: Training rosters, IFSP rubrics	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.1: Develop PD structure for implementing TBEIS (continued)			6. Support early intervention practitioners to increase the use of resource-		PD CQIC, DDD EIU Administrator, CQICs and Liaisons	Launch Resource-Based Capacity-Building and R-		Status: Completed Evidence: Course Rosters, Training Record	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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	State	Local							
			based capacity-building processes with families.			B C-B for Supervisors course in Spring/Summer 2016.			
P1.1: Develop PD structure for implementing TBEIS (continued)	X		7. Establish procedures for SIMR EIPS to develop local implementation teams, including defining roles and responsibilities of these teams, and develop local plans implementation.		PD CQIC, DDD EIU Administrator, CQICs and Liaisons	Summit in May 2016 August 2016		Status: Completed August 2016 Evidence: SiMR Summit Registration, Local Implementation Plans	Barriers: LA Staff changes and staff on FMLA resulted in slight delay in this activity. Adjustments: Timeline was adjusted to allow for more preparation ensuring successful implementation. Notes: Due to changes in staff the Summit was delayed until August 2016.
P1.1: Develop PD structure for implementing TBEIS (continued)			8. Building a comprehensive video library on TBEIS practices for families, stakeholders and early intervention professionals.	DES Public Information and video filming crew, Interested stakeholders and families	AzEIP/ AzEIP trainer	January 2016-December 2018	Stakeholder involvement in determining priority videos and seeking willing participants.	Status: In progress Evidence: Currently one completed video on RBCB, and multiple videos in process of editing.	New activity
P1.2: Develop procedures for roles and responsibilities of M-TEAMS			1. Explore existing resources that define roles and responsibilities of MTEAMS. Identify outcomes for meetings, which component the outcome supports (governance, Personnel/ Workforce, Accountability/ Quality Standards, Finance, or		AZEIP, DDD, Personnel (Pam and DDD EIU Administrator)	September 2016 to January 2017 December 2016-July 2017		Status: In Progress Evidence: M-teams meeting and huddle notes.	Barriers: There were many personnel changes and vacancies that occurred during this timeframe along with DDD restructuring of the DDD Liaison role. Actions to Address Barriers: Multiple meetings to discuss collaboration have taken place. M-Teams held a meeting in January to identify DDD and AzEIP structural changes and have planned monthly follow up phone calls to work through inter-department collaboration

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			Data), Action, responsible party, deadline and barriers						and develop strategies to present to M-teams at next in-person meeting. Adjustments: Timeline was adjusted to allow for further direction from DDD and AzEIP leadership. Implications of Adjustments: Although the timeline was missed, there has been significant leadership and structural changes throughout DES and this delay will assist the team in more clearly defined roles and development of standardized inter-department collaborative efforts.
P1.2: Develop procedures for roles and responsibilities of M-TEAMS (continued)			2. Identify specific policies and procedures that may need revision to remove barriers to collaboration across agency-lines to support EIPs to commit to engagement and consensus building to use EBP to support capacity-building within teams, with community partners and with families of infants and toddlers with disabilities. (see Increase Communication, Coordination and Collaboration within EIPs)	ECPC FIPP	AzEIP, DDD, OPD	October 2015 - July December 2017		Status: In Progress Evidence: M-teams Meeting agendas, inter-departmental meetings addressing multi-department issue resolution (ex: I-teams and DDD Meetings, Business Provider Meetings)	Barriers: Department-wide structural changes impacting personnel and structure of departments. Actions to Address Barriers: M-teams members continue to collaborate to identify policy or procedure gaps between departments and work to collaboratively resolve issues. This is an ongoing process and will be updated with new DDD Liaison role structures. Adjustments: Timelines adjusted. Implications of Adjustments: The expectation is that with adjustments, roles will be more clearly defined and M-teams will have more opportunity to impact shared responsibilities to streamline system supports.

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P1.3: Launch competencies (Standards of Practice) and TBEIS modules	X		1. Gather materials for courses and develop outline for course completion.	ECPC FIPP		January 2016 to June 2017		Status: In Progress Evidence: Three competency areas (tracks) have been developed for all providers along with two specifically for service coordinators. Course research and materials have been gathered.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.3: Launch competencies (Standards of Practice) and TBEIS modules (continued)	X		2. Develop a revised plan to launch remaining Standards of Practice competencies	TA support, ECPC, Office of Professional Development (OPD) stakeholders	AzEIP Program Administrator, PD CQIC, OPD curriculum designer	January 2017- June 2018	DDD/ASDB: involved in development and implementation	Status: In Progress Evidence: Meetings with AzEIP Trainer	Barriers: Originally the LA Staff planned to have this launched by June 2017. There are more steps than anticipated but also more resources available through OPD for course development. Internal DES/OPD staffing changes and changing expectations for course development along with LA Staff changes have impacted the progress of this initiative. Actions to Address Barriers: Course materials and research has been started and is completed for several courses in anticipation of working more closely with OPD. Adjustments: Timelines have been adjusted and a breakdown of specific courses to measure progress in launch. Implications of Adjustments: Currently there are courses that are available including NLO, COS and RCBC. These courses will make up a majority of the SOP tracks so currently all providers have access to these core materials as

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									we launch additional courses. However, as development occurs LA Staff will continue to provide TA directly. Launching the SOP will include several webinar type courses.
P1.4: Align DDD family orientation with AzEIP family supports to support families to navigate the system.	X		Align DDD family orientation with AzEIP family supports to support families to navigate the system.		DDD, AzEIP, ICC, Child Care	September 2016		Status: Completed Evidence: AzEIP developed content for these presentations to address families of children birth to 3	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.5: 2014 Master Teams Institutes	X		1. Provide opportunities for teams from EIPs to participate in Master Teams Institutes and 6 months of coaching logs and calls with national TA providers.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	July 2014-July 2015		Status: Completed training and log submissions by July 2015 Evidence: Training rosters, coaching logs, fidelity assessments completed by participants.	
P1.5: 2014 Master Teams Institutes (continued)	X		2. Collect Fidelity Checklists from Teams prior to training, 3 months after institute, and six months after institute and 1 year from Institute.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	July 2014-July 2015		Status: Completed training and log submissions by July 2015 Evidence: Training rosters, coaching logs, fidelity assessments completed by participants.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.6: 2014 Master Coach Institutes	X		1. Provide opportunities for teams from EIPs to participate in Master Teams Institutes and 6 months of coaching logs	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	July 2014-July 2015		Status: Completed training and log submissions by July 2015 Evidence: Training rosters, coaching logs.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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	State	Local							
			and calls with national TA providers.						
P1.6: 2014 Master Coach Institutes (continued)	X		2. Provide tools to enhance implementation of TBEIS within teams.	FIPP.org	PD CQIC	July 2014-July 2015		Status: Completed training and log submissions by July 2015 Evidence: Training rosters, coaching logs.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.7: 2015 Master Teams Institutes			1. Provide opportunities for teams from EIPs to participate in Master Teams Institutes and 6 months of coaching logs and calls with national TA providers.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	August 2015-August 2016		Status: Completed training and log submissions by August 2016 Evidence: Training rosters, coaching logs and Fidelity Assessments.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.7: 2015 Master Teams Institutes (continued)			2. Collect Fidelity Checklists from Teams prior to training, 3 months after institute, and six months after institute and 1 year from Institute.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	August 2015-August 2016		Status: Completed training and log submissions by August 2016 Evidence: Training rosters, coaching logs and Fidelity Assessments.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.8: 2015 Master Coach Institutes			1. Provide opportunities for teams from EIPs to participate in Master Teams Institutes and 6 months of coaching logs and calls with national TA providers.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	August 2015-August 2016		Status: Completed training and log submissions by August 2016 Evidence: Training rosters, coaching logs.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P1.8: 2015 Master Coach Institutes (continued)			2. Provide tools to enhance implementation of TBEIS within teams.	FIPP.org	PD CQIC, DDD EIU Administrator, CQICs and Liaisons	August 2015-August 2017		Status: Completed training and log submissions by August 2016	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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	State	Local							
								Evidence: Training rosters, coaching logs.	
P1.9: Increase use of Checklists (including the AzEIP Fidelity Checklist) for Fidelity to the practices and accountability.	X		1. Increase use of Fidelity Checks as part of the implementation cycle.		PD CQIC, DDD EIU Administrator, CQICs and Liaisons	July 2015- June 2017 June 2018		Status: In Progress Evidence: SiMR Summit Implementation Plans, NLO supervisor IFSP review rubrics, Fidelity Checklists submitted for Master Teams and Master Coaches participants.	Barriers: During implementation the LA team recognized the need to extend the timeline for full implementation and to connect this with the SOP rollout. Actions to Address Barriers: the LA Staff and the Dedicated trainer share fidelity tools and reinforce the use through the NLO and RCB trainings. Additionally, at the SiMR Summit the LA team introduced SSIP region leaders and Master Coaches to the DEC Recommended Practices tools available and supported them to develop Local Implementation Plans using fidelity tools as a measurement for their local teams. Adjustments: Timeline will be adjusted for full implementation though concepts and tools have been introduced through trainings and the SiMR Summit. Implications of Adjustments: Though the timeline has been adjusted the LA team and stakeholders will have more opportunity for measurement and impact over the course of Phase III.
P1.9: Increase use of Checklists (including the AzEIP Fidelity Checklist) for Fidelity to the practices and accountability. (continued)	X		2. Connect Fidelity Checks to Ongoing Monitoring Processes and Compliance Data		PD CQIC, DDD EIU Administrator, CQICs and Liaisons	July 2015 - June 2017 June 2018		Status: In Progress, three year plan, in beginning stages. Evidence: NLO supervisor IFSP review rubrics	Barriers: There is not an easy way to measure the fidelity checks that are currently being utilized. Many programs are working on data driven decision making regarding compliance, but not yet to the next stage of utilizing fidelity checks for compliance.

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	State	Local							
									Actions to Address Barriers: Completed mandatory trainings across the state, increased participants in COS, NLO, NLO Sups and RCB modules. Adjustments: Timeline Implications of Adjustments: Adjusting timeline allows the ability to successfully implement this activity.
P2.1: EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development	X	X	1. Analyze need for support on ASQ-SE by identified region.	Survey	LA staff	November 2015		Status: Completed September 2015 Evidence: Train the Trainer Training scheduled with Brookes Publishing in coordination with First Things First (FTF).	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.1: EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development (continued)	X	X	2. Schedule trainings, and/or local collaboration meetings for each identified region.	FTF Funds, Trainers, Space for Trainings	LA staff	January 2016- June 2016		Status: Completed Evidence: Completed trainings	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.1: EIP practitioners identify social emotional developmental	X	X	3. Determine whether new ASQ-SE toolkits should be purchased for each identified EIP	FTF Funds, Trainers, Space for Trainings	LA staff	January 2016- June 2016	First Things First (FTF) and AzEIP collaborated for funding and	Status: Completed September 2016 Evidence: Toolkits were purchased for all	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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needs and write functional IFSP outcomes that address social emotional development (continued)							facilitating the Train the Trainer sessions including EIPs, community partners and high referral sources for AzEIP.	programs who participated in the ASQ Train the Trainer sessions.	
P2.1: EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development (continued)	X	X	4. Identify, adopt or create a Social Emotional Competency Check.	Social Emotional Competency Checks.	LA staff	May 2016-August 2016	Stakeholder involvement during summit	Status: Completed Information was rolled out to SIMR Summit participants and they committed to implementing these checks in their practice. Evidence: SiMR Summit	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.2: ADE Infant Toddler Developmental Guideline Trainings	X		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	LA staff, DDD personnel	April 2016 - October 2016		Status: Completed and ongoing. Evidence: DDD Pilot enrollment rosters, ADE rosters, DDD vacancy reduction.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.2: ADE Infant Toddler Developmental Guideline Trainings (continued)	X		2. Require completion of Social Emotional Development Modules by all personnel. Analyze current data regarding AzEIP Provider	ADE Trainers	LA staff	April 2016-October 2016 October 2017		Status: Delayed Evidence:	Barriers: LA Staff cannot access information on AzEIP providers enrolling in this training at this point. Currently this is manually tracked for all DDD pilot participants. Actions to Address Barriers: LA Staff are working with FTF and the AZ Early

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			participants in Social Emotional Development Modules and explore adding as a requirement for SOP track.						Childhood Workforce Registry leads to find pathways to access data and reports on trainings attended. Adjustments: Timeline will need to be adjusted to allow for accurate information sharing amongst partner agencies. Implications of Adjustments: this change will allow LA Staff to make decisions on pursuing this activity based on current participation and explore alignment with SOP tracks.
P2.3: Revise policies to differentiate between SC and DSI responsibilities	X		1. Identify specific degrees for each role.	ECPC	LA staff	November 2015		Status: Completed November 2015. Evidence: Included in submission for application of funds and put out for public comment.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.3: Revise policies to differentiate between SC and DSI responsibilities (continued)	X		2. Develop new language for Policy.	ECPC	LA staff	November 2015		Status: Completed November 2015. Evidence: Included in submission for application of funds and put out for public comment.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.3: Revise policies to differentiate between SC and DSI responsibilities (continued)	X		3. Hold Public Comment Period	ECPC	LA staff	February - April 2016		Status: Completed Evidence: Public comment hearings, Application for Federal Funds with policy change proposal	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.
P2.3: Revise policies to differentiate between SC and DSI	X		4. Revise Proposed Policies as appropriate.	ECPC	LA staff	February - April 2016		Status: Completed Evidence: Public comment hearings, Application for	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

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responsibilities (continued)								Federal Funds with policy change proposal	
P2.3: Revise policies to differentiate between SC and DSI responsibilities (continued)	X		5. Implement new Policies.		LA staff	July 2016		Status: Completed Evidence: Public comment hearings, Application for Federal Funds with policy change proposal, Professional Development plans submitted by EIPs hiring new DSIs and SCs.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timelines.

F. Evaluation Plan

1. Evaluation of Improvement Strategy Implementation

Activity	How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
<p>P1: ADES/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.</p>	<ul style="list-style-type: none"> 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 number of providers statewide receiving trainings on evidence-based practices. 	<ul style="list-style-type: none"> Documentation of T&TA on policies and procedures to support implementation of TBEIS. TBEIS training attendance records 	<p>Sept 2016- June 2019</p>	<p>Status: In Progress Data (through January 2017): Natural Learning Opportunities (NLO): 597 participants trained NLO Supervisors: 51 Master Teams (Total): 379 Master Teams individuals demonstrating fidelity: 152 Master Coaches (Total): 40 Master Coaches demonstrating fidelity: 27 Resource Based Capacity Building (RBCB): 97 participants trained COS: 262 participants trained.</p>	<p>Data Quality Issues and Actions: Natural Learning Opportunity (NLO) supervisor participants are required to review an employee’s IFSP and submit the rubric to the AzEIP trainer. There has been a lower than expected completion rate of the NLO IFSP review documentation than expected given the high training participation rates and feedback. The state team plans to address the low completion rate by analyzing the data and working with supervisors to find ways to support them to complete their IFSP reviews. Performance Status Related to Performance Indicator: LA Staff have significantly increased availability of training surrounding EBP through offering NLO, NLO supervisors, RCBC and Master Teams and Master Coaches for the first three years of implementation of the team based approach.</p>
	<ul style="list-style-type: none"> An increased completion of ADE Infant/Toddler guideline trainings by DDD SCs required to attend 	<ul style="list-style-type: none"> ADE Infant/Toddler guideline training attendance records 	<p>June 2016</p>	<p>Status: Pilot launched and ongoing hires filing DDD vacancies Data: Vacancies filled: 20 DDD Service Coordinator Vacancies were filled as a result of the pilot. By District: District North: 3 District South: 3 District East*: 9 District Central*: 5</p>	<p>Data Quality Issues and Actions: Due to limitations of access to the ADE registry, the DDD SC trainings are being manually tracked. Performance Status Related to Performance Indicator: All DDD SCs that have been hired through this program have been completing the coursework regarding the ADE Infant/Toddler Guidelines. This program has been successful and there are DDD case units that are now fully staffed due to this program. Additionally, the caseload sizes and turnover</p>

Activity	How Will We Know the Activity Happened According to the Plan? (performance indicator)	Measurement/Data Collection Methods, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator																										
				District West: 0 *traditionally high DDD Early Intervention vacancy areas	rates have decreased and the performance has increased as a result of vacancies filled statewide.																										
P2: ADES/AzEIP leverages partnerships with ECE community partners and collaborate with DES programs to support professional development and resource utilization	<ul style="list-style-type: none"> Increased number of trainings on social emotional development provided by partners attended by EI staff. 	<ul style="list-style-type: none"> Partner training attendance records -- AzEIP attendees at partner trainings Increase percentage of EI practitioners registered in the new Arizona Early Childhood Workforce Registry Utilize reports from the Arizona Early Childhood Workforce Registry to track participation rates. 	August 2016 October 2018	Status: In Progress. Data: AzEIP is currently working with partner leads to access data and reports on trainings attended	Data Quality Issues and Actions: LA Staff cannot access information on AzEIP providers enrolling in this training at this point. Performance Status Related to Performance Indicator: LA Staff are working with FTF and the AZ Early Childhood Workforce Registry leads to find pathways to access data and reports on trainings attended. Currently this is manually tracked for all DDD pilot participants.																										
	<ul style="list-style-type: none"> Increased rating on self-assessment on Personnel component of the Systems Framework. 	<ul style="list-style-type: none"> Systems Framework self-assessment – personnel component 	Initial completion October 2015 and completed annually June 2018 as post implementation review.	Status: In Progress Baseline Data: <table border="1" data-bbox="1534 948 1924 1464"> <thead> <tr> <th colspan="2">Personnel/Workforce Quality Indicator Rating (out of 7)</th> </tr> </thead> <tbody> <tr><td>4</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>4</td><td></td></tr> </tbody> </table>	Personnel/Workforce Quality Indicator Rating (out of 7)		4		4		4		6		4		4		4		4		3		4		5		4		Data Quality Issues and Actions: LA Staff collected baseline data regarding the Comprehensive System of Personnel Development (CSPD) and will complete the self-assessment again in 2018 to adequately capture infrastructure changes. Performance Status Related to Performance Indicator: LA Staff initially completed the ECTA/DaSy Systems Framework self-assessment in October of 2015. Upon receiving a grant award from ECPC for enhancing the comprehensive system of personnel development in Arizona, the self-assessment was completed again in June 2016 with additional stakeholder feedback from the ECPC State Planning Team.
Personnel/Workforce Quality Indicator Rating (out of 7)																															
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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, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
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.	<ul style="list-style-type: none"> Did the practitioners achieve fidelity TBEIS after training and coaching? How many regions have approved/trained master coaches for TBEIS? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> TBEIS fidelity check List/inventory of approved/trained master coaches for TBEIS 	August 2017	<p>Status: In Progress</p> <p>Preliminary Data: Master Teams (Total): 379 Master Teams individuals demonstrating fidelity: 152 Master Coaches (Total): 40 Master Coaches demonstrating fidelity: 27</p>	<p>Data Quality Issues and Actions: Not all teams that participated in training submitted all of their Fidelity Checklists (pre-training, 3 months following, 6 months following and 1 year post training) due to staff turnover</p> <p>Performance Status Related to Performance Indicator: There has been a significant increase in providers trained in Master Teams and Master Coaches. All regions have access to a Master Coach either within their local program or through LA Staff and the dedicated trainer, all of whom are Master Coaches.</p>
Short term	EIP practitioners identify social emotional developmental needs	<ul style="list-style-type: none"> What percentage of practitioners improved their development of IFSPs? What percentage of practitioners have an improved understanding of SE development? 	<ul style="list-style-type: none"> An increased percentage of practitioners improved their development of IFSPs. An increased percentage of practitioners demonstrate an improved understanding of SE development 	<ul style="list-style-type: none"> IFSP training rubric Data submitted to AzEIP office demonstrating competency checks 	September 2017	<p>Status: In Progress</p> <p>Preliminary Data: Data not yet available, will be analyzed next year.</p>	<p>Data Quality Issues and Actions LA Staff do not currently have access to large numbers of IFSP strategies to measure the impact of strategies and the NLO training on progress for children identified as having a social emotional delay. However, there have been efforts through the NLO training to teach participants about EBP and ensuring the focus of support is on the parent child interactions and child or family interests and activities. Additionally, the new data system will also enable us to more efficiently identify reasons for delay and</p>

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
							subsequently review individual outcomes for those that target social emotional delays. Performance Status Related to Performance Indicator: Data not yet available.
Short term	EIP practitioners write functional IFSP outcomes that address social emotional development	<ul style="list-style-type: none"> What percentage of supervisors regularly “audit” IFSPs using the rubric? Does identification of children with S/E delays or supports needed around S/E increase? 	<ul style="list-style-type: none"> 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 interventions Have an ad-hoc report on eligibility reasons will analyze against if they had increase in their SE growth, will be an ongoing report tool to support this 	<ul style="list-style-type: none"> Data submitted to AzEIP office demonstrating supervisor documentation of audits and their frequency AzEIP data system documents eligibility reason, outcomes and interventions related to S/E – this may include data from reviews of IFSPs identified via sampling. 	Initiated (January-June 2016) and ongoing	Status: Upon completion of the NLO training, supervisors are required to review IFSPs. Data: LA Staff are reassessing measure due to upcoming changes in the data system.	Data Quality Issues and Actions: No data quality issues were encountered. Performance Status Related to Performance Indicator: Data not yet available. Notes: New system will allow the ability to determine which outcomes focus on SE delays and interventions. Increase feasibility, leveraging existing data collection, reducing new or additional data collection efforts.
Short term	EIP practitioners develop collaborative partnerships with families, other	<ul style="list-style-type: none"> Does the number of IFSPs that include collaboration with behavioral 	<ul style="list-style-type: none"> An increase of percentage of IFSPs that include collaboration with behavioral health 	<ul style="list-style-type: none"> Sampling of IFSP document strategies or services that are collaborative with 	Initiated (January-June 2016) and ongoing	Status: Not enough evidence to determine if this is occurring. Data: Need to reassess measures for this outcome	Data Quality Issues and Actions: Due to limitations for significant measures related to this outcome this was not started during Year 1. LA Staff are developing data points in new data

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	team members, ECE community partners	health and/or DDD ALTCs services/supports increased?	and/or DDD ALTCs services/supports	behavioral health or DDD ALTCs. This may include use of Family Survey data or data from community partners like Raising Special Kids.		and develop some systems of evaluating progress. LA Staff needs to meet with stakeholders to develop an ongoing plan.	system to ensure ability for review of IFSP strategies and data collection regarding this measure. Performance Status Related to Performance Indicator: Data not yet available. Notes: New system will allow the ability to determine which strategies focus on behavioral health.
Short term	EIP leaders consistently apply internal processes to support implementation with fidelity, which include Master Coaches, training and TA	<ul style="list-style-type: none"> Does the EIP have system of internal process to support implementation with fidelity? 	<ul style="list-style-type: none"> An increase of percentage of EIPs who have processes that include Master Coaches within teams, training and TA 	<ul style="list-style-type: none"> AzEIP Training Data demonstrates change in percentage of Master Coaches, training, and TA data (including competency checks). 	December 2016 December 2017	Status: In Progress FFY 2014: 18 EIPs participated, 144 individuals attended two day conference, 98 completed 6 months of logs and calls, with 53 or 54% demonstrating fidelity. 3 Full EIP teams met fidelity. FFY 2015: 17 EIPs participated, 134 individuals attended two day conference, 126 completed six months of coaching logs and calls, with 44 demonstrating fidelity. All SiMR regions have completed Master Teams. One Full EIP team met fidelity.	Data Quality Issues and Actions: No data quality issues were encountered. Performance Status Related to Performance Indicator: This activity has been completed with external Training. LA staff are working on Increasing the percentage of EI practitioners who have completed this training and demonstrating fidelity by utilizing SOP and dedicated AzEIP trainer.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
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)	<ul style="list-style-type: none"> • What % of families (in the SSIP regions) receive initial and new services in a timely manner? • What % 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 % of families report enhanced confidence & competence to support their child's S/E development? 	<ul style="list-style-type: none"> • An increased % of families receive initial and new services in a timely manner? • An increased % of families report EI services have helped my family make changes in family routines that will benefit my child with special needs. • An increased % of families report EI Services have helped my family do things with and for my child that are good for my child's development? 	<ul style="list-style-type: none"> • Based on report from ITEAMS • Family survey Questions 9 and 17 		<p>Status: In Progress</p> <p>Baseline Data:</p> <p>APR Indicator 1 (Timely Services) Data:</p> <p>84.96% Compliance Statewide. This is an increase of 10% over FFY 2014.</p> <p>Family Survey Data:</p> <p>EI services have helped my family make changes in family routines that will benefit my child with special needs. (Q9): 93.81%</p> <p>EI services have helped my family do things with and for my child that are good for my child's development. (Q17): 93.41%</p>	<p>Data Quality Issues and Actions: Additionally, the current family survey data and Indicator 1 data is from the APR and the team is unable to break it down to SSIP regions at this time. Family Survey reporting increased significantly with the pilot approach to survey delivery however, there are still limitations due to the low response rate.</p> <p>Performance Status Related to Performance Indicator: Current measures are reflective of baseline data. Due to the increased response to surveys last year in April 2016, the AZEIP team expects to see a continued increase in response as Family Survey activities are scaled up to statewide implementation.</p>

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Method, Analysis	Timeline (projected initiation and completion dates)	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
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).	<ul style="list-style-type: none"> Are more children exiting early intervention making greater than expected improvements in social relationships? 	<ul style="list-style-type: none"> An increased % of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A). 	<ul style="list-style-type: none"> Child outcome indicator data - Summary Statement 1 of Outcome A 	February 2018	Status: In Progress SiMR Data: FFY 2015 APR data: Target: 72.01% Actual: 72.48%	<p>Data Quality Issues and Actions: The AzEIP team has focused many improvement activities upon increasing timely data entry as well as improving the quality of the COS ratings. There have been significant improvements in these measures leading to an adjustment of targets for all Child Outcomes measures.</p> <p>Performance Status Related to Performance Indicator: There have been increases in the SiMR throughout the implementation of the SSIP. Many infrastructure activities were implemented and LA Staff expect to see continued improvements throughout Phase III implementation.</p> <p>Notes: The AzEIP team was able to adjust the targets for Child Outcomes due to the significant increase in reporting and in data quality. The new baseline year is measured in FFY 2014.</p>