

**Arizona Implementation Activities Worksheet**

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

**B. Improvement Strategy:** 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. Outcomes:**

<b>Short-Term</b>	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
<b>Short-Term</b>	EIP practitioners identify social emotional developmental needs and write functional IFSP outcomes that address social emotional development
<b>Short-Term</b>	EIP practitioners develop collaborative partnerships with families, other team members, ECE community partners
<b>Short-Term</b>	EIP leaders develop internal processes, including Master Coaches, training and TA to support implementation with fidelity
<b>Longer-Term</b>	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	Completion Date
		State	Local							
		X		1. Explore whether DES AzEIP can move Master Team training in house	DEC Recommended Pract	AzEIP, DDD (Maureen and Tina)	September 4, 2015 to March 2016	ECPC	Process: AzEIP has identified method for sustaining Master Teams and Master Coach training. Master Teams and Master Coach Training is part of courses provided through DES LMS.	
		X		2. Complete Workforce/Professional Development Component of ECTA System Framework related to EI		AzEIP, DDD	January 2016-June 2016	ECPC ECTA	Process: ECTA Framework is completed to create baseline. AzEIP develops schedule to repeat completion of Framework.	
		X		3. Explore leveraging existing training to support DDD to hire SCs in identified SIMR regions		DDD, AzEIP	July 2015--November 2015 Develop Pilot November 2015 - May 2016 pilot		Process: Increase in the # of ADE trainings attended by SCs. Impact: Decrease in number of DDD SC vacancies in identified regions (North, Central and East)	Pilot begun 11/2015

Develop PD structure for implementing TBEIS

	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, Personnel	April 2016 - October 2016	ECPC	Process - align adherence to practices to performance reviews using existing checklists (e.g., AzEIP Fidelity Checklist, Child File Audit tool, Integrated Monitoring Self-Assessment Tool), and new DEC Recommended Practices/ECTA checklists.	
	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.		Maureen, Tina, CQIs and Liaisons	Launch NLO Supervisory course in Spring 2016.	ECPC	Process- increase in number of Sups using IFSP reviews as part of performance review. Impact: Integrated monitoring and accountability demonstrates increased adherence to EBP.	
			6. Support early intervention practitioners to increase the use of resource-based capacity-building processes with families.		Maureen, Tina, CQIs and Liaisons	Launch Resource-Based Capacity-Building and R-B C-B for Supervisors course in Spring/Summer 2016.	ECPC	Process: SOP and other trainings support SCs and Teams to use resource-based capacity-building practices. Impact: Families view AzEIP as more than services. SCs and Teams use resource-based capacity-building and as the foundation of AzEIP.	
	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.		Maureen, Tina, CQIs and Liaisons	<b>Summit in May 2016</b>	ECPC	Process: SIMR EIPS have local implementation teams. Impact: SIMR EIPS have processes and supports in place to recruit and retain team members and sustain the use of EBP within and across teams, as reflected in their local plan.	

Develop procedures for roles and responsibilities of MTEAMS			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 Data), Action, responsible party, deadline and barriers		AZEIP, DDD, Personnel (Pam and Tina)	September 2016 to January 2016	ECPC	Process: Meetings have identified outcomes, action items, and timelines. Meetings demonstrate improved activity and completion of tasks. Impact: MTEAMS collaboratively develops a well-defined and achievable annual plan to support EIPs to implement EBPs.	
			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 2017	ECPC	Process: All teams use the AzEIP Fidelity Checklist and DEC Recommended Practices Checklists to measure their continuous improvement. Impact: Teams are more cohesive, Team Leads are chosen using the Choosing the Most Likely Team Lead. FTE on teams matches SOW. Use of fidelity checklist demonstrates improved adherence to EBP. Impact: Teams collaborate across agency-lines to provide resources and capacity-building to potentially eligible and eligible children and their families. Teams commit to use stakeholder 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.	
Launch competencies (standards of practice) and TBEIS modules				ECPC FIPP		January 2016-June 2017	ECPC	Process: All individuals have completed the SOPs. Impact: Teams are more cohesive, Team Leads are chosen using the Choosing the Most Likely Team Lead. FTE on teams matches SOW. Use of fidelity checklist demonstrates improved adherence to EBP.	
Align DDD family orientation with AzEIP family supports to support families to navigate the system.			Align DDD family orientation with AzEIP family supports to support families to navigate the system.		DDD, AzEIP, ICC, Child Care	September, 2016	ECPC	Process: Meeting with DDD; Impact: did AzEIP families attend orientation? % of families increases, % of families who know that they are involved with AzEIP and DDD increases.	Completed 10/2015

2014 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	Maureen, Tina, CQIs and Liaisons	July 2014-July 2015	ECPC	Process: did it happen. Reporting metrics will indicate that EIPs participated in Training Institutes, submitted coaching logs, and participated on coaching calls.	Completed 6/2015
			2. Collect Fidelity Checklists from Teams prior to training, 3 months after institute, six months after institute and 1 year from Institute.	FIPP.org	Maureen, Tina, CQIs and Liaisons	July 2014-July 2015	ECPC	Impact: Did it have the desired effect? Reporting on metrics will indicate that participants demonstrated fidelity to the EBP. Teams demonstrate full capacity across disciplines. All disciplines are represented equally as TLs. Retention of team members increases.	Completed 6/2015
2014 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	Maureen, Tina, CQIs and Liaisons	July 2014-July 2015	ECPC	Process: did it happen. Reporting metrics will indicate that EIPs participated in Training Institutes, submitted coaching logs, and participated on coaching calls.	Completed 6/2015
			2. Provide tools to enhance implementation of TBEIS within teams.	FIPP.org	Maureen	July 2014-July 2015	ECPC	Impact: Did it have the desired effect? Reporting on metrics will indicate that participants demonstrated fidelity to the EBP. Connect with IMA data. Teams demonstrate full capacity across disciplines. All disciplines are represented equally as TLs. Retention of team members increases.	Completed 6/2015
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	Maureen, Tina, CQIs and Liaisons	August 2015-August 2016	ECPC	Process: did it happen. Reporting metrics will indicate that EIPs participated in Training Institutes, submitted coaching logs, and participated on coaching calls. Connect with IMA data.	
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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.		Maureen, Tina, CQIs and Liaisons	July 2015 - June 2017	ECPC, FIPP	Impact: Teams collaborate across agency-lines to provide resources and capacity-building to potentially eligible and eligibile children and their families. Teams commit to use stakeholder 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. Teams demonstrate full capacity across disciplines. All disicplines are represented equally as TLs. Retention of team	
			2. Connect Fidelity Checks to Ongoing Monitoring Processes and Compliance Data		Maureen, Tina, CQIs and Liaisons	July 2015 - June 2017	ECPC, FIPP	Impact: Teams collaborate across agency-lines to provide resources and capacity-building to potentially eligible and eligibile children and their families. Teams commit to use stakeholder 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. Teams demonstrate full capacity across disciplines. All disicplines are represented equally as TLs. Retention of team members increases. EIPs develop internal procedures for coaching, timeframes for revisiting and tracking practice	