

**Nevada State Systemic Improvement Plan (SSIP) Phase III, Year II 2017-2018
Improvement Plan Theory of Action Strand: Practitioner Knowledge and Skills**

A. Improvement Strategy

1. State further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development.

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

- Nevada Early Childhood Advisory Council (ECAC) Strategic Plann
- ADSD Program Certification and Program Development Team
- TACSEI

C. Improving Infrastructure and/or Practice

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

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

D. Intended Outcomes

Type of Outcome	Outcome Description
Short term	Service providers' working knowledge and understanding of the use of evidenced-based practices (EBP) to support the social-emotional development of infants and toddlers will increase.
Short term	There will be an increase in service providers' knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions.
Short term	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child's social-emotional development and their needs relative to their ability to effectively support their child's social-emotional development.
Intermediate	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.
Intermediate	Service providers' use of EBP to support the social-emotional development of infants and toddlers will improve, be sustainable and implemented with fidelity.
Intermediate	Families will be better able to support and enhance their child's social-emotional skills and overall development.
Long term	Infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).

Practitioner Knowledge and Skills/Local System Support Improvement Plan

Activities to Meet Outcomes	High Priority	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							
1. Expand State TACSEI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS providers are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers.	X	X		1.a. Identify members of SSIP/TACSEI-EI State Implementation Team.	IDEA Part C Office team, TACSEI Project Representation; ADSD EIS Program Representatives (State and Community Partners); Parents, Child and Adolescent Mental Health; Institutions of Higher Education; Funding Plan	IDEA Part C Office; State TACSEI Coordinator; ADSD EIS Administration and Program Managers	April 2016 – June 2016	Fiscal support Participate on Stakeholder Review/Advisory Group(s) including parents; support for local program participation; dissemination of information about SSIP implementation	Completed 12/13/16 Evidence: List of members	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X		1.b. Identify EIS Providers that have training and experience using the Pyramid Model in early intervention services (0-3) through TACSEI.					Completed 9/12/16 Evidence: Sign in sheets from TACSEI training;	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X	X	1.c. Establish criteria for TACSEI-EI Cohorts and identify participating programs.		Completed 9/12/16 Evidence: Criteria used to identify cohorts	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.			
	X	X		1.d. Develop written plan and contract for expanding Nevada’s TACSEI for infant/toddler population and for statewide implementation.	Funding; IDEA Part C Office/TACSEI Collaboration; Parents; ADSD Administration; TACSEI-EI Cohort Site Personnel	IDEA Part C Office; State TACSEI EI Coordinator; EIS Program Representatives (State and Community Partners)	May 2016 – June 2016	Participate on Stakeholder Review/Advisory Group(s); Support implementation requirements	Completed 9/12/16 Evidence: Written contract with UNR for TACSEI	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.

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			1.e. Develop data collection requirements, including reliability measures, and reporting procedures for all cohort participants.					Completed 10/21/16 Evidence: TACSEI assessment tools fulfill data collection requirements, reliability of implementation, and reporting procedures.	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
X	X	X							
			1.f. Develop and implement a comprehensive plan for providing ongoing training for coaches, mentors and EIS providers to ensure the TACSEI EI model is implemented with fidelity specific to improving social-emotional outcomes for infants and toddlers including data collection for evaluation.	Funding; TACSEI-EI Leadership; Cohort Site Personnel; Additional TACSEI EI Master Trainers for Coaching and Mentor Training for EIS Providers; System for Data Collection; TA Support Resources	TACSEI EI Coordinator; ADSD EIS Program Management (State and Community Partner Programs); State EIS Master Cadre Trainers	July 2016 – June 2017 ongoing	Participate on Stakeholder Review/Advisory Group(s) including parents; fiscal/personnel support for implementation	Status: completed and in process; Evidence: Plan for training and coaching in place; training of Cohort I completed; coaching initiated in January 2018 and is ongoing	Activity implemented as intended Adjustments; The timeline for anticipated completion was adjusted since this is an ongoing process within programs and regions. Implications of Adjustment: Scale-up will take longer than initially projected
X	X	X							

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	X	X	X	1.g. Explore expansion of the utilization of local/internal social-emotional Teams statewide based on Emotional Assessment Strategies Team (EAST) model, as appropriate or feasible.	IDEA Part C Office; Funding; Child and Adolescent Mental Health; EIS Program Personnel Support (look at the UCED Oregon project)	IDEA Part C Office; EIS Regional Program Managers	July 2016 – June 2017 ongoing	Fiscal and personnel support for implementation; Participate on Stakeholder Review/Advisory Group(s) including Parents	Status: In process Evidence: Northwest EI program EAST team minutes; Reports from programs	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity. The timeline for anticipated completion was adjusted since this is an ongoing process within programs and regions.
	X	X	X	1.h. Develop budget and timeline projections for ramping up (adding additional cohorts) until model is fully implemented statewide for all EIS provider programs.	Gant Chart for Ramping-up; funding; ADSD Administration; TA Support	IDEA Part C Office Team; TACSEA; ADSD Administration and EIS Program Management	September 2016 – January 2017	Participate on Stakeholder Review/Advisory Group(s); Include program implementation in budget process	Status: Completed 9/12/16 Evidence: TACSEI-EI contract	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
2. Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Social-Emotional Evidence-Based Practices Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSEI Model	X	X	X	2.a. Establish workgroup to develop Social-Emotional Evidence-Based Practices Module in the IDEA Part C Office Evidence-Based Practices Guidelines	Funding; IDEA Part C Office Team; Workgroup members; ICC; TA Support; Parents; Early Childhood Mental Health; EAST team	IDEA Part C Office	May 2016 – July 2018	ICC review and input; Other agencies participate on workgroup	Status: Completed Evidence: First meeting September 2017 with ongoing meetings 1 to 2 times per month; First draft of module is complete	Activity implemented as intended with no barriers encountered. Language in activity and steps modified to reflect the title given the module by the stakeholder workgroup

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	X	X	X	2.b. Review existing resources to support module content.	IDEA Part C Office; Workgroup; ICC; TA Support	IDEA Part C Office; Work group	May 2016 – April 2017	Other appropriate agencies participate on workgroup	<p>Status: Completed</p> <p>Evidence: Resources included in Social-Emotional Evidence-Based Practices Module</p>	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline.
	X	X	X	2.c. Utilize module to provide training, mentoring and coaching to EIS Providers specific to improving understanding of children’s social-emotional development.	Funding; IDEA Part C Office; Workgroup; ICC; TA Support	IDEA Part C Office; EIS Provider Programs	July 2017- Ongoing	Early Childhood initiatives utilize for staff training; ASD support dissemination and implementation of modules	<p>Status: In process</p> <p>Evidence: Coaching component and resources are included in Social-Emotional Evidence-Based Practices Module</p>	<p>Activity implemented as intended with no barriers encountered.</p> <p>Adjustments: The timeline for completion of the module was extended to September 30, 2018 to complete provider pilot prior to full implementation</p> <p><u>Implications of Adjustments:</u> Broader provider feedback will improve usability of the module. The module will be available for training when released in September 2018</p>
3. Support providers in using data from the IDEA Part C Office Annual Family Survey regarding families’ confidence in their ability to support and enhance their child’s social-emotional to guide meaningful	X	X	X	3.a. Determine whether contract for implementing the Annual Family Survey is necessary.	Funding; IDEA Part C Office/TACSEI Collaboration; Contractor for Evaluation	IDEA Part C Office; State TACSEI Coordinator	July 2017- December 2017	Support for local program participation; Dissemination of Information	<p>Status: Completed – process will be completed by Part C Office</p> <p>Evidence: Budget and written Family Outcome Survey Process Guidelines</p>	Activity implemented as intended.

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conversations with the family.										
			3.b. Work with stakeholder group and contractor to review and revise the family survey instrument, process and reporting to measure the family's confidence in supporting the social-emotional development of their child.	Funding; Stakeholder work group including families of infants and toddlers; ICC	IDEA Part C Office; Contractor for Evaluation; Stakeholder work group including ICC representation and families of infants and toddlers	July 2016 – August 2018	Participate on workgroup; dissemination of information regarding purpose of survey	Status: Completed Evidence: Final stakeholder meeting 3/5/18	Activity implemented as intended with no barriers encountered. Since the Part C Office will carry out the survey this step to implement the activity was modified to eliminate the reference to participation of a contractor.	
	X	X	X	3.c. Establish baseline of early intervention service providers' skill and confidence level in discussing the child's social-emotional development with the family.	Funding; IDEA Part C Office/TACSEI Collaboration	IDEA Part C Office; State TACSEI EI Coordinator	April 2016 – August 2016	Support for local program participation; Dissemination of Information	Status: Completed January 2017 Evidence: Provider survey data and report	Activity implemented as intended with no barriers encountered. No changes or adjustments were made to this activity or timeline. Provider survey Q3: I've used the information gained in social-emotional development trainings to support meaningful conversations with families about their child's social-emotional development and its importance. <i>Partially agree – 43%</i> <i>Agree – 35%</i> <i>Total providers that agree to some extent: 78%</i>

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	X	X	3.d. Use family survey results to evaluate systems progress in addressing the social-emotional outcomes of infants and toddlers.	Contractor; TA Supports; Funding; Local EI Program Managers	IDEA Part C Office; ASD Administration	starting June 2017 July 2018 annually, ongoing	Training on functional outcomes based on program report from the family survey	Status: Ongoing Questions added to revised survey; Evidence – Revised Family Survey	The date to initiate the new family survey was delayed as the state had to send out the previous Family Outcomes Survey prior to June 2017 in order to obtain family data for FFY 2016 reporting in the APR. As a result, the revisions to the family survey was delay until 2017-2018. Establishing a process to incorporate extensive and meaningful stakeholder engagement postponed the completion of the survey until March 2018. The revised Family Outcomes Survey Instrument will be implemented April through June 2018. As a result, the timeline for obtaining baseline data for this performance indicator was adjusted.
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If the State further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development, then		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
Short-Term Outcome	Service providers' working knowledge and understanding of the use of EBP to support the social-emotional development of infants and toddlers will increase.	What percent of providers report having a better understanding of using EBP?	An increase in the number percent of providers having a better understanding of using EBP	Pre/Post Test Survey to Providers	12/2014	Ongoing	Baseline December 2016; 6 Months Annually	<p>Status: Achieved; ongoing</p> <p>Evidence: 2017-18 Provider Survey – This data is specific to providers participating in TACSEI Training <i>“I am more effective in providing evidence-based intervention services and strategies for meeting the social-emotional needs of children on my caseload.”</i> Total Responses to Survey Question - 17 Partially Agree: 8 (47%) Agree: 9 (53%) Total agreeing to some extent: 17 of 17 (100%)</p>	<p>2017-2018 Provider survey data reflects that 100% of providers reporting having better understanding of using EBPs. This is an improvement over the 77% reported in the 2016-2017 SSIP Report. The data reflects that we met our performance indicator.</p> <p>The measure was modified to indicate “percent” vs. “number” to be consistent with the evaluation question. Pre/Post Test was removed as a data collection method. T</p> <p>The measurement interval was modified from completing the survey once every 6 months to doing it annually to provide a more accurate reflection of progress and to ensure a better response rate from providers.</p>

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Short-Term Outcome	There will be an increase in service providers' knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions.	What percent of providers who were trained report feeling more comfortable communicating with families about their child's S-E needs?	An increase in the number of providers who were trained and are more comfortable communicating children's S-E needs with families	Post Survey of providers	7/1/2017	Ongoing	Baseline December 2016 October 2017 ; 6 Months annually	In process, ongoing Evidence: <i>"After receiving training, I am more comfortable and confident in my knowledge about typical social-emotional development in infants and toddlers"</i> - Total Responses to Survey Question - 17 Partially Agree: 5 (29%) Agree: 12 (71%) Total agreeing to some extent: 17 of 17 (100%)	The performance indicator and the evaluation question was changed to only include those practitioners that were trained in order to reflect the impact of the training. 2018 survey data includes only those providers who were trained rather than all providers as reported last year. As result, comparison to our prior years' data is not feasible since the data does not reflect comparable groups. The 2018 survey data is the new baseline data for this performance indicator.
Short Term Outcome	Sensitive, supportive relationship-based conversations with families will occur and will provide meaningful information regarding their child's social-emotional	What percent of families report having meaningful conversations about their child's S-E needs? What percent of providers report having meaningful conversations	1) An increase in the number percent of providers and families reporting they have meaningful conversations regarding their child's S-E development	Family Survey Provider Survey	7/2016	Ongoing	Baseline for family survey- 7/2017 2018 ; Annually Baseline for provider survey 2/2017; Annually	Status: In process, ongoing Evidence: Question added to revised family survey: Data: No baseline data until 7/2018. Family Survey Question: "I have meaningful conversations with our service providers about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and	The performance indicator was modified into 2 performance indicators rather than one. One performance indicator is related to the percent of families reporting having meaningful conversations regarding their child's SE needs and the other performance indicator is related to provider reporting having meaningful conversations

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	<p>development and their needs relative to their ability to effectively support their child’s social-emotional development.</p>	<p>with families about their child’s S-E needs?</p>	<p>2) An increase in the -percent of providers reporting they have meaningful conversations regarding their child’s S-E development</p>					<p><i>being able to effectively communicate needs)."</i></p> <p>Data: <i>Provider Question: I've used the information gained in social-emotional development trainings to support meaningful conversations with families about their child's social-emotional development and its importance.</i> Total number of respondents: 17 <i>Partially Agree: 7 (41%)</i> <i>Agree: 10 (59%)</i> <i>Total that agreed to some extent: 17 of 17 (100%)</i></p>	<p>with families. Also, the wording in the performance indicator was changed to be consistent with the evaluation question. The performance indicators now reflect percent of providers and the percent families vs. number of providers and families.</p> <p>2017-2018 Provider Survey data shows an increase in the percent of providers who reported they have meaningful conversations with families (e.g. 100% in 2018 compared to 78% reported for 2016-2017). The State met the provider performance indicator.</p>
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Intermediate Outcome	Service providers' use of evidence based practices to support the social-emotional development of infants and toddlers will improve, be sustainable and implemented with fidelity.	What percent of providers are using EBP with fidelity or as intended? Are processes in place to support EBP?	An increase in the number of providers use EBP with fidelity	TACSEI observation and supervision checklists are implemented.	12/1/2017	Ongoing	Baseline 12/1/17 9/1/18 and Annually	Status: In process	Baseline data will be available in 2018 due to the delay in implementing the TACSEI training statewide.
Intermediate Outcome	IFSPs will include functional outcomes and strategies that are based on the culture and routines of the family and address the social-emotional needs/skills of the child.	Does the number of SE IFSP outcomes increase after providers have received training on identifying and addressing SE needs of children?	After providers receive training, IFSP outcomes addressing children's S-E needs increase	Program Monitoring, Selection of IFSPs of Children with SE Concerns	7/2016	On-going	Baseline - 07/2017; Annually	Status: Achieved Evidence: Comprehensive Monitoring Data <u>Baseline Data 2016:</u> 89 of 193 (46%) of the records reviewed had SE Outcomes/strategies; <u>Progress Data 2017</u> – 159 of 223 (71%) of the records reviewed had S-E Outcomes/strategies	Comparison of baseline data in 2016 with progress data in 2017 demonstrates a significant increase in the number and percent of records demonstrating S-E outcomes/strategies (e.g. 46% in 2016 compared to 71% in 2017).
Intermediate Outcome	Families will be better able to support and enhance their child's social-	What is the percent of families reporting being able to better support their	An increase in the number percent of families better able to support	Family Survey/ Focus Group/Interviews with Families	7/ 2016 2018	Ongoing	Baseline 07/2017 2018; Annually	Status: In Process Family Survey will be disseminated April through June, 2018	Question was will be added to the family survey in 2017-2018 2017 . <i>"Early intervention services help me feel comfortable in</i>

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	emotional skills and overall development.	child’s SE development?	their child’s S-E development						<i>supporting my child in developing positive relationships with other children and adults.”</i>																				
Long-Term Outcome (SIMR) This outcome and measurement crosses all four strands.	Infants and toddlers exiting early intervention services will demonstrate a significantly increased rate of growth in positive social-emotional skills (including social relationships).	What percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrate improved positive S-E skills (including social relationships)?	The percent of infants and toddlers with IFSPs exiting EI having received at least six months of services demonstrating improved positive S-E skills (including social relationships) will increase?	Child Outcomes Data	12/2016	7/1/2020	Annually through 7/2020	<p>Status: Completed and Ongoing</p> <p>Data:</p> <p>Indicator 3C Summary Statement 1</p> <table border="1"> <thead> <tr> <th>FFY</th> <th>Target</th> <th>Progress Data</th> <th>Met Target</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>65.25%</td> <td>Baseline</td> <td>X</td> </tr> <tr> <td>2014</td> <td>65.78%</td> <td>63.32%</td> <td></td> </tr> <tr> <td>2015</td> <td>66.31%</td> <td>70.42%</td> <td>X</td> </tr> <tr> <td>2016</td> <td>66.84%</td> <td>70.91%</td> <td>X</td> </tr> </tbody> </table>	FFY	Target	Progress Data	Met Target	2013	65.25%	Baseline	X	2014	65.78%	63.32%		2015	66.31%	70.42%	X	2016	66.84%	70.91%	X	<p>The State has continued to demonstrate progress in the SIMR and exceeded the State’s target.</p> <p>Comparison of progress data from 2015 to 2016 demonstrates that the percent of infants and toddlers with improved social emotional skills did increase by .49%. We met our performance indicator.</p>
FFY	Target	Progress Data	Met Target																										
2013	65.25%	Baseline	X																										
2014	65.78%	63.32%																											
2015	66.31%	70.42%	X																										
2016	66.84%	70.91%	X																										

Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support									
Activity 1: Expand State TACSEI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS providers are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers.									
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator	
1	SSIP/TACSEI EIS Implementation Team is established to support implementation of the EIS expansion plan.	Is the stakeholder leadership team in place to support implementation of the plan?	Implementation team membership identified and published.	Implementation team roster	9/202016	6/30/2017	One-time	Status: Completed Evidence: Implementation team roster includes key stakeholders.	Activity implemented as intended.
2	Data collection and reporting requirements are established for EIS Cohort participants.	Are data collection and reporting and procedures for TACSEI/EI established?	Data requirements and procedures for collecting and reporting are available.	Data procedures manual.	5/1/2016	8/1/2016 July 2018	One-time	Status: Completed In Process Evidence: Self-evaluation data collection procedures in place; data collection on fidelity in implementation in process.	Activity being implemented as intended. Timeline modified due to delay of statewide implementation
3	Criteria for EIS Cohorts are established and participants for Cohort 1 are established.	What are the criteria for participation in TACSEI/EI Cohorts?	Criteria for Cohort is established; Participants are identified for Cohort 1.	Implementation Team Documentation	5/1/2016	6/30/2016 09/2017	One-time	Status: In process Completed Evidence: Participant Agreement Documents; Cohort 1 identified and initial training completed	Activity implemented as intended. Timeline modified to reflect completion of strategy.

Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support									
Activity 1: Expand State TACSEI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS providers are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers.									
Strategy		Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
4	Contract to support expansion of the State TACSEI Project EIS component is finalized.	Is there a contract in place that supports the expansion of TACSEI EI component?	Contract is established with scope of work to support Phase I expansion & renewal of contract.	Implementation Team Documentation	7/1/2016	6/30/2019	Annually	Status: Completed , ongoing	Activity implemented as intended with no barriers encountered.
5	Train-the-trainer modules are developed and approved for mentors/coaches for the TACSEI/EIS; All mentors/coaches for TACSEI/EIS Cohorts complete training process.	Are training modules developed and approved? Have cohort mentors/coaches completed training process?	Training modules are approved and all cohort mentors/coaches have completed the training process.	Training and Follow-up Roster	9/30/2016	Ongoing	Annually	Status: In Process ; partial completion Evidence Initial training for Cohort I completed; Coaching being scheduled two times a month; training materials included in S-E EBP Module	Activity in process as intended; due to delay in implementation, the State will request TA Support from the National Center for Pyramid Model Innovations (NCPMI)
6	Implement TACSEI/Infant-Toddler model with Cohort participants including training and follow-up for service providers and data collection to verify EBP are implemented with fidelity.	Has the TACSEI/EI expansion been implemented as planned?	TACSEI/EIS Cohorts are operating in accordance with plan.	Implementation Progress Reports	12/2017 September 2018	Ongoing	6 Months Quarterly	Status: In process Evidence: First Cohort being trained; TACSEI Coordinator serving as coach for first cohort; IDEA Part C Office team meeting with Coordinator every two weeks; formal progress reports quarterly	Activity being implemented as intended but delayed beyond projected timeline. Barriers: Delay in initiation across all EI provider agencies; limited personnel resources for implementation

Evaluation of Implementation of Improvement Strategies – Practitioner Knowledge and Skills/Local System Support								
Activity 1: Expand State TACSEI focus for early intervention home and community-based services, including mentors and coaches to ensure EIS providers are utilizing evidence-based practices in addressing the social-emotional needs of infants and toddlers.								
Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
								Adjustments: Timeline Extended; measurement interval modified for closer monitoring and adjustment Implication of Adjustments: Scale-up of training and coaching will require longer than intended

Activity 2: Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Child Outcomes Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSEI Model.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
8 7	The Social-emotional Evidence-Based Practices Module in the revised IDEA Part C Office Evidence-Based Practice Guidelines include strategies, procedures and resources to support the social emotional skills of children birth-to-three; module is distributed to all EIS providers and posted on	Is the Social-Emotional Evidence-Based Practices Social-emotional Module distributed to providers as planned?	The Social-Emotional Evidence-Based Practices Module is distributed to all EIS providers as planned.	Documentation of Distribution/ IDEA Part C Office Website.	6/2016	September 2018 7/2018	One-time	Status: In process Evidence: Module is in draft form;	Activity in process as intended with no anticipated barriers. Timeline extended to support further stakeholder input Language in strategy and Evaluation Questions modified to be consistent with title given the module by the stakeholder workgroup.

Activity 2: Revise IDEA Part C Office Evidence-Based Practice Guidelines to include a Child Outcomes Module addressing the provision of early intervention services to support the social-emotional development of infants and toddlers consistent with the TACSEI Model.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
	IDEA Part C Office website for access by families and the public.								
Activity 3: Support providers in using data from the IDEA Part C Office Annual Family Survey regarding families' confidence in their ability to support and enhance their child's social-emotional to guide meaningful conversations with the family.									
	Strategy	Evaluation Questions	How will we know	Measurement/Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
98	The IDEA Part C Office Annual Family Survey instrument and process is updated and includes items to measure the family's perspective regarding meaningfulness of conversations with EIS providers and confidence that participating in EIS has helped them be more confident in supporting and enhancing their child's development.	Has the family survey instrument and process been updated to reflect the parent's perspective regarding meaningfulness of conversations with EIS providers and confidence that participating in EIS has helped them be more confident in supporting and enhancing their	Revised survey instrument/ process description is available.	Annual Family Survey Report	2/2016	7/2017	Annually	<p>Status: Completed</p> <p>Evidence: Revised Survey Instrument; procedures outlined</p>	<p>Survey instrument finalized at March 5, 2018 workgroup meeting. Procedures for distribution outlined; distribution timeline April – June 2018.</p> <p>Measures added to Survey:</p> <ul style="list-style-type: none"> <i>I have meaningful conversations with our service providers about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding and following rules and being able to effectively communicate needs).</i>

Activity 3: Support providers in using data from the IDEA Part C Office Annual Family Survey regarding families' confidence in their ability to support and enhance their child's social-emotional to guide meaningful conversations with the family.									
	Strategy	Evaluation Questions	How will we know	Measurement/ Data Collection Method	Projected Initiation	Projected Completion	Measurement Intervals	Status and Data	Evaluation Notes: Data Quality Issues and Actions, Performance Status Related to Performance Indicator
		child's development?							<ul style="list-style-type: none"> <i>Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.</i>
109	EIS programs have support in using SSIP/TACSEI EIS data reports and Family Survey reports for program improvement.	Do EIS providers have support to analyze data across reports to support program planning?	Programs analyze data and apply to program improvement plans.	TA Provision Logs; Program Improvement Plans	6/1/2017	Ongoing	Annually	Status: In process Evidence: Initial TACSEI Training for Cohort I is complete; Coaching sessions initiated January 2018; provider survey data shared with programs on monthly Part C TA calls	<p>Strategy in process as intended. No changes or adjustments to strategy.</p> <p>Delays in implementation result in delayed access to data for planning for program improvement; family survey data will be available September 2018</p>