

Demonstration Site, CDC, Improvement Strategy

Evaluation of Demonstration Site, CDC, Improvement Strategy Implementation		
Implementation of Evidence-Based Practices: Using a Coaching Interaction Style to build the capacity of parents and other care providers to promote child learning and to promote social and emotional development within the context of everyday routines and activities.		
How will we know the activity happened according to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
Determine specific content, competency needs for training.	Training protocol developed and disseminated to Quality Improvement Specialists, programs' staff, and Part C Coordinator.	February 2016 – April 2016
Identify core competencies/practices that must be demonstrated to build the capacity of parents and other care providers to promote child learning and to promote social and emotional development within the context of everyday routines and activities.	Training protocol developed and disseminated to Quality Improvement Specialists, programs' staff, and Part C Coordinator.	April 1, 2016 – June 30, 2016
Develop training module.	Training agenda, materials, and fidelity checklist developed and disseminated to Quality Improvement Specialists, programs' staff, and Part C Coordinator.	April 1, 2016 – June 30, 2016
Implement training (including sharing information, assessing skills and knowledge, providing opportunities for active participation).	Role and participants as reported on the Participant Attendance List. Pre and post -test completed by participants.	July 1, 2016 – June 30, 2017
Follow-up support (ongoing information and professional development, peer mentor, role playing, purposeful pairing for home visits by seasoned FSS or coach).	Observation guided by protocol which includes self-assessment as well as observational assessment.	July 1, 2016 – June 30, 2017
FSS's will self-reflect on their practices through coaching logs.	Self-reflection coaching logs documented in professional development records for all FSS participants.	July 1, 2016 – June 30, 2017
Provide feedback on coaching logs.	Documented coaching log feedback to FSS's guided by protocol.	July 1, 2016 – June 30, 2017

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Offer recurring professional development and model coaching behaviors by Master Coaches.	Targeted training protocol available and disseminated. Role and participants as reported on the Participant Attendance List.	July 1, 2016 – June 30, 2017
Identify supervision structure for FSS's to support training and implementation.	Staff survey and interview.	July 1, 2016 – June 30, 2017
FSS's will self-evaluate using fidelity criteria.	Document review of fidelity checklist.	July 1, 2016 – June 30, 2017
Fidelity checks of coaching model via independent observation will occur within scheduled timelines.	Document review.	July 1, 2016 – June 30, 2017
Appoint staff person to be the main contact with partner agencies.	Document review.	February 1, 2016 – March 2016
Develop clear message/verbiage and include in outreach materials.	Document review.	April 1, 2016 – June 30, 2016
Training on coaching social -emotional development and behavior management at coalition of early childhood service providers (Best Beginnings, AEYC).	Training agenda and materials developed and disseminated to Quality Improvement Specialist, programs, and Part C Coordinator. Role and participants as reported on the Participant Attendance List.	August 1, 2016 – June 30, 2017
Include frontline staff in developing interagency agreements.	Document review.	May 1, 2016 - October 31, 2017
Share materials, trainings regarding social-emotional development at Child Find activities and playgroups.	Document review.	August 1, 2016 – June 30, 2017
Utilize website and social media to promote social-emotional development.	Website and social media review.	July 1, 2016 – June 30, 2017

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Type of Outcome	Outcome Description	Evaluation Questions	How will we know the intended outcome was achieved? (performance indicator)	Measurement/Data collection methods	Timeline (projected initiation and completion dates)
Short-term Outcomes	FSS's have increased knowledge and skills related to: Coaching Interaction Style Problem Solving Working with adult learners Relationship skills Child development	Are FSS's implementing interventions and services to meet social-emotional outcomes? Are FSS's implementing strategies for strengthening families' skills and confidence to help their child improve social-emotional outcomes? Are FSS's monitoring progress on social-emotional outcomes and modifying action steps and/or specified outcomes based on data? Are FSS's making referrals to specialists as appropriate?	80% of FSS's implement the practice, Using a Coaching Interaction Style.	Program's FSS training records: logs of FSS training. Program's monitoring documentation: Coaching logs; Supervisory reports; Family Reports; Outcomes documentation; Home visit documentation; Referral documentation and observation/self-assessment as defined within the training protocol. Staff survey.	August 1, 2016 – June 30, 2019
	Fidelity checks are conducted.	Are fidelity checks of the Coaching Interaction Style	90% of program's supervisory staff conducts fidelity	Self-assessment completed weekly until fidelity is	August 1, 2016 – June 30, 2019

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		conducted according to specified timelines?	checks.	achieved and then monthly. Program's monitoring documentation: Coaching logs; Supervisory reports. Fidelity checks review by program staff.	
Intermediate Outcomes	FSS's implement coaching model with fidelity.	Do FSS's implement Coaching Interaction Style as intended?	80% of FSS's implement Coaching Interaction Style with fidelity.	Self-assessment completed weekly until fidelity is achieved and then monthly. Fidelity checks review by program staff and Quality Improvement Specialists. Quality Improvement Specialists observe up to 12 different FSS's annually.	July 1, 2017 – June 30, 2019
	Increased number of referrals and children served.	Is there an increase in the number of referrals and children served?	10% increase in FFY 2016 and each year thereafter.	Random sample of provider's child count data.	July 1, 2017 – June 30, 2019
	Children referred and served at a younger age (<12 months)	Is there an increase in the number of children served at a younger age (<12 months)?	10% increase in FFY 2016 and each year thereafter.	Random sample of provider's child count data.	July 1, 2017 – June 30, 2019

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	Increased number of IFSPs with social-emotional outcomes.	Is there an increase in the number of social-emotional outcomes listed in IFSPs?	20% increase in FFY 2016 and each year thereafter.	Random sample of provider's IFSPs using the EI Module: Evidence of connection between assessment and outcomes/plans; Evidence of increased number of IFSPs with social-emotional outcomes.	July 1, 2017 – June 30, 2019
	Ongoing monitoring and support of FSS's training and use of coaching model.	Is the program implementing a comprehensive staff development process to ensure FSS's are equipped to implement Montana's Early Intervention model? Has the program implemented infrastructure to support implementation of Montana's Early Intervention model?	100% of new FSS's are trained in Coaching Interaction Style. 100% of FSS's receive ongoing support as they use the Coaching Interaction Style.	Staff survey Quality Improvement Specialists review professional development records and documentation supporting ongoing monitoring and support of FSSs.	July 1, 2017 – June 30, 2018
	Widespread articulation and understanding of CDC's and Montana Milestones/Part C Early Intervention Program's shared	Does the state lead agency have a shared vision on social-emotional competence, what it means, how to assess, and how to	80% of FSS's are able to articulate CDC's and Montana Milestones/Part C Early Intervention Program's shared mission.	Staff survey Program's identified Part C early intervention mission reflects inter-connectedness with	July 1, 2017 – June 30, 2018

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	mission.	address needs and how to impact the child, family, and program?		state lead agency and is documented in written and oral materials.	
Long-term Outcomes	Families are actively engaged in early intervention services and take ownership in early intervention process.	Are families more engaged in early intervention services for their child?	75% of families report high levels of engagement in early intervention services for their child.	Family survey and randomized interviews with family members.	June 2019
	Families have knowledge, skills to support their child's social-emotional development.	Have families gained skills and knowledge, therefore, strengthening their ability to help their children reach their social-emotional potential?	75% of families report they are able to help their children reach their social-emotional potential.	Family survey and randomized interviews with family members.	June 2019
	Children enrolled in Part C will demonstrate increased growth in social-emotional development so that they are better equipped to participate in the next steps toward social and academic success following their exit from Part C.	Have more infants and toddlers exiting early intervention services demonstrated an increase in the rate of growth in positive social-emotional development?	78% of infants and toddlers exiting early intervention services demonstrate increased growth in social-emotional development.	Data reported for APR Indicator C3, which is collected at entry and exit using COSP.	June 2019