

State-wide Professional Development Improvement Strategy

Evaluation of State-wide Improvement Strategy Implementation		
Strategy: State-wide professional development – Montana State University (MSU) Extended University		
How will we know the activity happened according to the Plan? (performance indicator)	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
Family Support Specialists' (FSS's) participate in pilot test of Extended University.	Role and provider agency participants as reported on the Participant Attendance List (the Extended University is able to provide participant information: who, what agency, and what modules have been completed)	July 1, 2016– August 31, 2016
Extended University existing modules are online and available.	Extended University staff report to Part C Coordinator about status of modules and their availability using an implementation checklist.	July 1, 2016 – August 31, 2016
New modules are developed specifically relating to improvement strategies (e.g., RBI Boot Camp, Social-emotional assessments, Social-emotional (SE)practices, Child Outcomes Summary Process, and Using a Coaching Interaction Style).	Professional Development Work Group and demonstration sites report to Part C Coordinator about status of training protocols for inclusion on the Extended University.	July 1, 2016 – June 30, 2017
Marketing plan developed.	Written marketing plan disseminated to early intervention service providers and other interested stakeholders.	July 1 2016 – September 30, 2016
Written protocol outlining expectations for use developed.	Written protocol disseminated to early intervention service providers and other interested stakeholders.	July 1, 2016 – September 30, 2016

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	FSS's use online training system.	Is the Extended University being used	Representatives from all key early	Role and provider's participants as	July 1 – June 30, 2017 and ongoing

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		by FSS's?	intervention service provider groups participated in training from the Extended University.	reported on the Participant Attendance List.	
	FSS's acquire foundation early intervention knowledge and skills.	Did FSS's participating in foundations of early intervention master the knowledge required?	80% of FSS's demonstrate proficiency on post training knowledge test. (a score of 90% or higher)	Test of knowledge administered before and after participation in foundational early intervention modules.	July 1 – June 30, 2017 and ongoing – administered and the beginning and end of each course.
	Reflection and feedback occurs with designated mentors.	Are early intervention programs providing mentoring to FSS's?	80% of FSS's participate in mentoring with their supervisor following the protocol guidance.	Review of mentoring logs documented within a FSS's professional development record as per protocol expectations.	July 1 – June 30, 2017
	Fidelity checks on reflection and feedback process conducted.	Are early intervention programs accountable for reflection and feedback processes with FSS's?	90% of professional development records of FSS's reviewed note reflection and feedback process has occurred following the protocol guidance.	Staff survey/interview to review the implementation of fidelity checks on reflection and feedback w/mentor/supervisor	July 1 – June 30, 2017
Intermediate Outcomes	FSS's implement early intervention best practices.	Do FSS's implement the practices as intended?	80% of FSS's report implementing 5 to 7 practices with fidelity. (RBI; RBEI; Coaching Interaction Style; SE practices and assessments; Child	Self-assessment completed weekly until fidelity is achieved and then monthly.	July 1, 2017 through June 2019

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			Outcomes Summary Process; Family Involvement)		
Long-term Outcome	There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.	Have more infants and toddlers exiting early intervention services demonstrated an increase in the rate of growth in positive social-emotional development?	By the end of FFY 2018, 78% of children will be exiting the program having increased their growth in social-emotional development.	Data reported for APR indicator C3 which is collected at entry and exit using the COS process.	June 2019