

Table A: State-wide Professional Development Improvement Strategy

Evaluation of State-wide Improvement Strategy Implementation Strategy: State-wide professional development – Montana Milestones/Montana State University (MSU) Extended University

Activity/Output	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
Child Outcomes Summary Process modules (six), following MT COS curriculum and with embedded reflection activities, will be created and then available on the Extended University.	Extended University staff report to Part C Coordinator and Stakeholder/Work Group about status of modules and their availability using an implementation checklist.	July 1, 2017– October 31, 2017
New Family Support Specialists access the COS modules as part of their orientation as new employees and annually thereafter.	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).	November 1, 2017 and ongoing
Ages and Stages Questionnaire: Social-Emotional 2nd Edition learning module created and then available: examining the screener’s expected use in Montana, the protocol, and procedures for its use.	Extended University staff report to Part C Coordinator and Stakeholder/Work Group about status of module and its availability using an implementation checklist.	July 1, 2017– October 31, 2017
Regional Quality Improvement Specialists, Supervisors and Family Support Specialists from each Part C provider(s) access the module prior to implementation of screening tool, protocol, and procedures for its use. Review of the module will be required annually.	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).	November 1, 2017 and ongoing

Activity/Output	Measurement/Data Collection Methods	Timeline (projected initiation and completion dates)
Montana's Data Management System, <i>The Early Intervention Module</i>, learning module created and then available: the module will explore the quality and integrity of the system to comply with federal and state reporting, state-wide monitoring, and using data to build a system of services to improve outcomes. I (Including re-introduction of <i>IFSP and COS Guidance</i> document and its use as a procedural document to meet fidelity guidelines.)	Extended University staff report to Part C Coordinator and Stakeholder/Work Group about status of module and its availability using an implementation checklist.	November 1, 2017 – February 28, 2018
Regional Quality Improvement Specialists, Supervisors and Family Support Specialists from each Part C provider(s) access the module beginning in 2018 and annually thereafter.	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).	March 1, 2018 and ongoing
Writing High-Quality Child and Family Outcomes learning module created and then available with embedded reflection activities.	Extended University staff report to Part C Coordinator and Stakeholder/Work Group about status of module and its availability using an implementation checklist.	November 1, 2017 – February 28, 2018
Regional Quality Improvement Specialists, Supervisors and Family Support Specialists from each Part C provider(s) access the module as part of new employee orientation and annual thereafter.	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).	March 1, 2018 and ongoing

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	Regional Quality Improvement Specialists, Supervisors, and FSS's use online training system.	Is the Extended University being used by Regional staff, Supervisors, and FSS's?	Representatives from all key early intervention service provider groups participated in training from the Extended University.	Role and provider's participants as reported on the Participant Attendance List.	July 1 – June 30, 2018 and ongoing
	Regional and Part C provider staff members acquire foundation early intervention knowledge and skills	Did Regional staff, Supervisors, and FSS's participating in the identified modules (reflective of newly implemented practices) 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, 2018 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, 2018
	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, 2018

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)
Intermediate Outcomes	Supervisors and FSS's implement early intervention best practices.	Do Supervisors and FSS's implement the practices as intended?	80% of FSS's report implementing 4 practices with fidelity. (SE screening with follow-up; Child Outcomes Summary Process; Data Management System, High-Quality Outcomes)	Self-assessment completed weekly until fidelity is achieved and then monthly.	July 1, 2017 through June 2019
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, a reliable and valid measurement will be used to measure the impact of early intervention upon children exiting the program to determine the extent of 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