**Massachusetts Part C (MA-C) State Systemic Improvement Plan (SSIP): Evaluation Plan**

| **Outputs**  | **Measures** | **Direct Outcomes** | **Intermediate Outcomes** | **Long-Term Outcomes** |
| --- | --- | --- | --- | --- |
| ICC Coordinator will recruit and engage diverse stakeholders. | 1. Development of ICC Implementation Guide
2. Create member training materials
3. Provide Technical Assistance to cochairs
 | 1. Replicable, streamlined procedures for ICC operations
2. Members receive training materials
3. Cochairs receive support to plan effective ICC meetings
 | 1. Operations routinely implemented
2. Aligned expectations for Lead Agency staff and ICC member activities
3. Cochairs have skills to lead ICC
 | 1. ICC runs effectively
2. Participants effectively engage in ICC-related activities
3. Cochairs lead ICC meetings and discussions effectively
 |
| Lead Agency Staff use dashboard for data-based decision making | 1. Hire epidemiologist
2. Conduct regular staff trainings to interpret data
 | 1. Epi pulls data
2. Lead Agency staff are knowledgeable about data interpretation and analysis
 | 1. Data are used for decision-making purposes
2. Data are used for decision-making purposes
 | 1. Data-based action
2. Data-based action
 |
| Personnel certification process that supports highly qualified and diverse EIS providers | 1. Present pilot to ICC
 | 1. ICC will be informed of and provide feedback on I-CEIS pilot results
 | 1. Lead Agency incorporates ICC’s feedback and recommendations for adoption or revision of I-CEIS program
 | 1. Lead Agency will have efficient and effective personnel certification procedures
 |
| Audit process is documented and implemented with fidelity. | 1. Finance Manager trains Fiscal Staff
2. Finance Manager develops Technical Assistance documents for EIS programs
 | 1. New fiscal staff can conduct audits of claims paid by Lead Agency as payor of last resort.
2. EIS programs follow documented processes
 | 1. Lead Agency can conduct fiscal oversight of EIS programs as part of General Supervision
2. EIS programs receive more timely reimbursement
 | 1. Demonstrable compliance with Payor of Last Resort requirements
2. EIS programs have greater fiscal viability
 |
| Programs will implement the most effective practices for producing positive child development outcomes | 1. PIWI training cadre feedback through focus group
2. PIWI practitioners training on-line survey
3. Post-Pyramid Overview on-line module competency survey
 | 1. PIWI training cadre completely trained
2. All EI sites trained on PIWI
3. Pyramid Overview online module developed
 | 1. Positive feedback on training cadre training
2. Positive feedback on practitioner PIWI training
 | 1. Improved positive social-emotional outcomes
2. Improved parent perception survey questions
3. Improved PIWI Implementation Guidelines results
 |
| Programs will implement the most effective practices for producing positive child development outcomes | 1. PIWI Implementation Guidelines
 | 1. Site benchmarks data
 |   | 1. EI site fidelity to PIWI demonstrated in PIWI Implementation Guidelines
 |
| Programs will implement the most effective practices for producing positive child development outcomes | 1. PIWI strategies checklist for coaches
2. PIWI Implementation Guidelines for monitoring process
 | 1. PIWI champions identified [min. 1 per site]
2. PIWI champions trained
 | 1. Positive feedback on coaching training
 | 1. EI site fidelity to PIWI demonstrated in PIWI Implementation Guidelines
2. EI site fidelity to PIWI demonstrated in the Coaches' Checklist
 |
| Programs will maintain fidelity of administration of the BDI-2 for determining eligibility  | 1. Face-to-face workshops feedback & evaluation form
2. Fidelity checklist compliance
3. Fidelity pilot feedback
4. Site video submissions
 | 1. Creation of 3 online modules
2. EI practitioners completing 3 online modules
3. Face-to-face workshops provided to EI sites
 | 1. Positive face-to-face workshop feedback
2. Improved fidelity of administration
3. Positive fidelity pilot feedback
 | 1. Full participation of appropriate staff in video reviews
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
4. Improved fidelity in video reviews as compared to baseline
 |
| Staff will complete a functional assessment for each child and family to learn about daily activities, routines, and environments | 1. Face-to-face workshops feedback & evaluation form
2. Regional training feedback & evaluation form
3. Pre & post-training competency survey
4. Placemat Tool
 | 1. Fully trained regional EI staff
2. Completely trained Master Cadre
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. [ ]
3. Positive supervisor training feedback
 | 1. Improved social-emotional outcomes
2. Improved competency survey results
3. Improve quality of IFSP outcomes across sites
 |
| EI staff will use culturally appropriate practices | 1. IFSP audits
2. Feedback & evaluation forms for professional development activities/ trainings
3. Placemat tool
 | 1. New IFSP documentation provided to sites
2. IFSP toolkit provided to sites
3. Embedding the Key Principles training held at all EI sites
 | 1. Positive feedback & evaluation forms for professional development activities/ trainings
 | 1. Improve quality of IFSP outcomes across sites
2. Improved Placemat tool ratings
 |
| EI staff will use culturally appropriate practices | 1. Face-to-face workshops feedback & evaluation form
 |    | 1. Positive response in evaluation question specific to CLAS
 |   |
| Programs will have the capacity to support families with compounding risk factors | 1. PIWI master training feedback
2. PIWI practitioners training feedback
3. Post-Pyramid Overview webinar competency survey
 | 1. PIWI master trainers completely trained
2. All EI sites trained on PIWI
3. Pyramid Foundations online module developed
 | 1. Positive feedback on master training
2. Positive feedback on practitioner PIWI training
 | 1. Improved positive social-emotional outcomes
2. Improved parent perception survey questions
3. Improved Pyramid Implementation Guidelines results
 |
| Families will be more engaged in and informed about interactions that support their child's social-emotional needs | 1. EI Parent Perceptions Survey
 | 1. Consistent definition for family engagement
2. Approval from EI stakeholders on definition
 |   | 1. Improved parent perceptions of EI as measured by survey
 |
| The IFSP team will work together to develop the strategies that support the child's development | 1. IFSP audits
2. Feedback & evaluation forms for professional development activities/ trainings
3. Placemat tool
 | 1. New IFSP documentation provided to sites
2. IFSP toolkit provided to sites
 | 1. Positive feedback & evaluation forms for professional development activities/ trainings
 | 1. Improved IFSP compliance across sites
2. Improved Placemat tool outcomes
 |
| Staff will provide more focus on participation and activity-based outcomes | 1. IFSP audits
2. Feedback & evaluation forms for professional development activities/ trainings
3. Placemat tool
 | 1. New IFSP documentation provided to sites
2. IFSP toolkit provided to sites
 | 1. Positive feedback & evaluation forms for professional development activities/ trainings
 | 1. Improved IFSP compliance across sites
2. Improved Placemat tool outcomes
 |
| Staff will provide more focus on participation and activity-based outcomes | 1. RBI pilot feedback & evaluation
 | 1. RBI pilot
2. RBI pilot evaluation
 | 1. Determination of appropriateness for RBI for MA EI implementation
 |   |
| Multiple professional perspectives will weigh in on how to best improve child development | 1. CEIS completion rates
 | 1. All appropriate EI practitioners become CEIS-certified
2. CEIS webinar
 |   | 1. Increasing CEIS completion rates
 |
| Multiple professional perspectives will weigh in on how to best improve child development | 1. Feedback & evaluation forms for professional development activities/ trainings
 | 1. Clearly defined membership for IFSP Teams
 | 1. Positive feedback & evaluation forms for professional development activities/ trainings
 | 1. Fuller inclusion of appropriate professionals in the IFSP Team
 |
| BDI-2 evaluations will be administered and interpreted consistently across programs | 1. Face-to-face workshops feedback & evaluation form
2. Fidelity checklist compliance
3. Fidelity pilot feedback
4. Site video submissions
 | 1. Creation of 3 online modules
2. All EI practitioners completing 3 online modules
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. Improved fidelity checklist compliance
3. Positive fidelity pilot feedback
 | 1. Full participation of appropriate staff in video reviews
2. Improvement in % BDI-2 records matching EIIS3
3. Improvement in % records following scoring protocol correctly
4. Improved fidelity in video reviews as compared to baseline
 |
| BDI-2 evaluations will be administered and interpreted consistently across programs | 1. Face-to-face workshops feedback & evaluation form
2. Fidelity checklist compliance
3. Fidelity pilot feedback
4. Site video submissions
 | 1. Creation of 3 online modules
2. All EI practitioners completing 3 online modules
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. Improved fidelity checklist compliance
3. Positive fidelity pilot feedback
 | 1. Full participation of appropriate staff in video reviews
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
4. Improved fidelity in video reviews as compared to baseline
 |
| Staff will understand 'typical' vs. 'atypical' development and behaviors in infants and toddlers consistently | 1. IFSP audits
2. Place mat tool
 | 1. New IFSP documentation provided to sites
2. IFSP toolkit provided to sites
 |   | 1. Improved IFSP compliance across sites
2. Improved place mat tool outcomes
 |
| Staff will understand 'typical' vs. 'atypical' development and behaviors in infants and toddlers consistently | 1. Face-to-face workshops feedback & evaluation form
2. Regional training feedback & evaluation form
3. Pre & post-training competency survey
4. Placemat Tool
 | 1. Fully trained regional EI staff
2. Completely trained Master Cadre
3. Face-to-face workshops provided to all EI sites
 | 1) Positive face-to-face workshop feedback2) Positive feedback on Master training3) Positive supervisor training feedback | 1) Improved social-emotional outcomes2) Improved competency survey results3) Improve IFSP compliance across sites |
| Staff will understand 'typical' vs. 'atypical' development and behaviors in infants and toddlers consistently | 1. PIWI master training feedback
2. PIWI practitioners training feedback
3. Post-Pyramid Foundations webinar competency survey
 | 1. PIWI master trainers completely trained
2. All EI sites trained on PIWI
3. Pyramid Foundations online module developed
 | 1. Positive feedback on master training
2. Positive feedback on practitioner PIWI training
 | 1. Improved positive social-emotional outcomes
2. Improved parent perception survey questions
3. Improved Pyramid Implementation Guidelines results
 |
| Staff will understand 'typical' vs. 'atypical' development and behaviors in infants and toddlers consistently | 1. PIWI checklist for coaches
2. PIWI Implementation Guidelines for monitoring process
 | 1. PIWI champions identified [min. 1 per site]
2. PIWI champions trained
 | 1. Positive feedback on coaching training
 | 1. EI site fidelity to PIWI demonstrated in PIWI Implementation Guidelines
2. EI site fidelity to PIWI demonstrated in the Coaches' Checklist
 |
| IFSP development will focus on creating an equal partnership with the family to address all outcomes | 1. Face-to-face workshops feedback & evaluation form
2. Regional training feedback & evaluation form
3. Pre & post-training competency survey
4. Placemat Tool
 | 1. Fully trained regional EI staff
2. Completely trained Master Cadre
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. Positive feedback on Master training
3. Positive supervisor training feedback
 | 1. Improved social-emotional outcomes
2. Improved competency survey results
3. Improve IFSP compliance across sites
 |
| BDI-2 data will be more consistent and comparable across sites | 1. Face-to-face workshops feedback & evaluation form
2. Fidelity checklist compliance
3. Fidelity pilot feedback
4. Site video submissions
 | 1. Creation of 3 online modules
2. All EI practitioners completing 3 online modules
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. Improved fidelity checklist compliance
3. Positive fidelity pilot feedback
 | 1. Full participation of appropriate staff in video reviews
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
4. Improved fidelity in video reviews as compared to baseline
 |
| BDI-2 assessments will take place more uniformly | 1. Face-to-face workshops feedback & evaluation form
2. Fidelity checklist compliance
3. Fidelity pilot feedback
4. Site video submissions
 | 1. Creation of 3 online modules
2. All EI practitioners completing 3 online modules
3. Face-to-face workshops provided to all EI sites
 | 1. Positive face-to-face workshop feedback
2. Improved fidelity checklist compliance
3. Positive fidelity pilot feedback
 | 1. Full participation of appropriate staff in video reviews
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
4. Improved fidelity in video reviews as compared to baseline
 |
| Sites will adhere to data quality controls and protocols | 1. Outcome cohort data
2. BDI-2 audit data
 | 1. Clear BDI-2 timing policy
 |   | 1. Adherence to BDI-2 timing policy
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
 |
| Sites will adhere to data quality controls and protocols | 1. BDI-2 Audit Data
 | 1. 3 electronic scoring pilot sites
 | 1. Positive electronic pilot feedback
 | 1. Adherence to BDI-2 timing policy
2. Improvement in % BDI-2 records matching EIIS
3. Improvement in % records following scoring protocol correctly
 |
| Determine consistent timing of administration of assessment tools |   | 1. EIIS RFR
2. New EIIS data system
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