**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 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 |
| 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 |  |  |