

Improvement Strategy I: Improve the identification of children’s social-emotional strengths and needs through the assessment process, including the COS

Outcome Description	Evaluation Questions	How Will We Know Intended Outcome was Achieved?	Measurement/Data Collection Methods	Timeline
(I)(A) Local programs and families have increased access to resources, trainings, and data related to assessing social-emotional strengths and needs through assessment process, including the COS	Do local programs and families have increased access to resources, trainings, and data related to assessing social-emotional strengths and needs?	The state has created, updated, or made available resources, trainings, and data related to assessing social-emotional strengths and needs through the assessment process, including the COS	Completed resources, trainings, and data related to assessing social-emotional strengths and needs through the assessment and COS process have been distributed and/or are available on the EI website	Short-term
(I)(B) Assessment teams better identify children’s social-emotional strengths and needs through the assessment process, including the COS	Are social-emotional strengths and needs of children better identified by the assessment process, including the COS?	An increased percentage of assessments, including the COS, identify children’s social-emotional strengths and needs	Rating by DODD team that indicates how well social-emotional strengths and needs are being identified through the assessment process, including the COS	Intermediate
(I)(C) Families have an increased understanding of their child’s social-emotional strengths and needs	Do families have an increased understanding of their children’s social emotional strengths and needs?	An increased percentage of families report they agree or strongly agree EI has improved their understanding of their child’s social-emotional strengths and needs	Parent report whether EI has increased their understanding of their child’s social-emotional strengths and needs via responses to the annual EI Family Questionnaire	Intermediate
(I)(D) There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate a substantially increased rate of growth in social-emotional skills	Have an increased percentage of infants and toddlers exiting Early Intervention demonstrated a substantial increase in the rate of growth in social-emotional skills?	55% of children served in EI will exit the program having substantially increased their growth in social-emotional skills	COS analysis for Annual Performance Report (APR) including COS ratings at entry and exit for all children who exited during the fiscal year and were served in Early Intervention at least six months (APR indicator C3)	Long-term

Improvement Strategy II: Improve the quality of IFSP outcomes addressing social-emotional skills

Outcome Description	Evaluation Questions	How Will We Know Intended Outcome was Achieved?	Measurement/Data Collection Methods	Timeline
(II)(A) Local programs and families have increased access to resources, trainings, and data about their role in the team development of IFSP outcomes supporting social-emotional development	Do local programs and families have increased access to resources, trainings, and data regarding their role in the development of IFSP outcomes supporting social-emotional development?	The state has created, updated, or made available resources, trainings, and data related to the development of IFSP outcomes supporting social-emotional development	Completed resources, trainings, and data related to the development of IFSP outcomes to support social-emotional development have been distributed and/or are available on the EI website	Short-term
(II)(B) IFSP teams develop higher quality outcomes to support social-emotional development	Are IFSP outcomes supporting social-emotional development of higher quality?	An increased percentage of IFSP outcomes supporting social-emotional development meet the ECTA six-step criteria for developing high quality IFSP outcomes	Rating and analysis of IFSP outcomes that support social-emotional development via the ECTA six-step criteria	Intermediate
(II)(C) Families actively participate in developing IFSP outcomes that support social-emotional development	Do families more actively participate in the development of IFSP outcomes that support social-emotional development?	An increased percentage of families report they agree or strongly agree they actively participate in the development of IFSP outcomes that support social-emotional development	Parent report of their involvement in developing outcomes that support social-emotional development via responses to the annual EI Family Questionnaire	Intermediate
(II)(D) There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate a substantially increased rate of growth in social-emotional skills	Have an increased percentage infants and toddlers exiting Early Intervention demonstrated a substantial increase in the rate of growth in social-emotional skills?	55% of children served in EI will exit the program having substantially increased their growth in social-emotional skills	COS analysis for Annual Performance Report (APR) including COS ratings at entry and exit for all children who exited during the fiscal year and were served in Early Intervention at least six months (APR indicator C3)	Long-term

Improvement Strategy III: Improve the delivery of evidence-based EI services and families’ ability to support social-emotional development

Outcome Description	Evaluation Questions	How Will We Know Intended Outcome was Achieved?	Measurement/Data Collection Methods	Timeline
(III)(A) Local programs and families have increased access to resources, trainings, and data related to supporting social-emotional development through evidence-based service delivery	Do local programs and families have increased access to resources, trainings, and data related to supporting social-emotional needs through evidence-based service delivery?	The state has created, updated, or made available resources, trainings, and data related to supporting social-emotional development through evidence-based service delivery	Completed resources, trainings, and data related to supporting social-emotional development through evidence-based service delivery have been distributed and/or are available on the EI website	Short-term
(III)(B) Practitioners have improved ability to deliver evidence-based EI services that support social-emotional development	Do practitioners have improved ability to deliver evidence-based EI services that support social-emotional development?	An increased percentage of practitioners report ability to deliver evidence-based EI services to support social-emotional development	Provider report of their ability to deliver evidence-based EI services to address social-emotional development via a provider survey	Intermediate
(III)(C) Families have an increased ability to support their children’s social-emotional development	Do families have an increased ability to support their children’s social-emotional development?	An increased percentage of families report they agree or strongly agree they have a better ability to support their children’s social-emotional development	Parent report of their ability to support their children’s social-emotional development via the annual EI Family Questionnaire	Intermediate
(III)(D) There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate a substantially increased rate of growth in social-emotional skills	Have an increased percentage infants and toddlers exiting Early Intervention demonstrated a substantial increase in the rate of growth in social-emotional skills?	55% of children served in EI will exit the program having substantially increased their growth in social-emotional skills	COS analysis for Annual Performance Report (APR) including COS ratings at entry and exit for all children who exited during the fiscal year and were served in Early Intervention at least six months (APR indicator C3)	Long-term