



California Department of Developmental Services Early Start SSIP Evaluation Plan Last Updated: December 2021

Phase II: Evaluation Plan (2016-2020)

Specify how the evaluation is aligned to the theory of action and other components of the State Systemic Improvement Plan (SSIP) and the extent to which it includes short-term and intermediate outcomes to measure implementation of the SSIP and its impact on achieving measurable improvement in the State Identified Measurable Result (SiMR).

In Phase I, the SSIP Task Force developed a Theory of Action to describe how the state will achieve improved outcomes by educating parents and providers and ensuring information is widely available to families receiving services within the Early Start program. The professional development, education, and collaboration of providers on a statewide basis will lead to increased awareness regarding the importance of social-emotional development and increased expertise in early intervention service delivery.

The Theory of Action is the basis for the State's logic model and the development of the Phase II improvement activities and evaluation plan. To develop the improvement activities, California concentrated on three key strands of action:

1. Parent and Provider Education
2. Professional Development
3. Interagency Collaboration

Planning teams were assigned strands of action from the theory of action to ensure that all levels of improvement planning would be considered in the final evaluation plan. Planning teams reviewed Phase I documents including the submission to OSEP and the Theory of Action (see Appendix A) to ensure Phase II planning was aligned to the work done in Phase I. In addition, the state developed a logic model (see Appendix B) linked to the Theory of Action that was used to guide the development of the evaluation plan.

To develop the logic model, each planning team identified short-term, intermediate and long-term outcomes critical to implementation and achieving measurable improvement in the SiMR. For each of the strands of action, the planning teams differentiated objectives by short, intermediate and long term and identified questions to evaluate progress and measurement/data collection methodologies and measurement intervals. The planning teams reviewed the compiled logic model to ensure that the outcomes represented the work of the planning teams and that the outcomes could reasonably be expected to achieve the SiMR. The suggested revisions were incorporated by the State Leadership Team.

This revised logic model was then shared with several broader groups of stakeholders. Each group of stakeholders was asked to provide feedback on the reasonableness of the relationships identified in the logic model and the likelihood that the outcomes as shown would impact the SiMR. This feedback was compiled across the stakeholder groups and used to revise the logic model. The final logic model was shared back with all planning team members and stakeholders.

Specify how the evaluation includes stakeholders. Specify how information from the evaluation will be disseminated to stakeholders.

As formative evaluation data are collected and summarized, findings will be shared with stakeholders periodically to review the data on what has been implemented to date and potential need for mid-course corrections to procedures. When summative evaluation data are collected and summarized, reports will be disseminated by stakeholders to their local areas and relevant constituent groups. In addition, the state will post the evaluation plan, tools used to collect evaluation data, and the results of summative evaluation to the state website.

Specify the methods that the State will use to collect and analyze data to evaluate implementation of the SSIP and the intended outcomes.

Methods and data collection

Evaluation data will be collected on both the implementation of the SSIP and the degree to which the state has achieved the intended outcomes. Data on the implementation of the SSIP and intended outcomes will be used to inform and improve the implementation using improvement cycles. Evaluation data will come from multiple sources as described in Table 1.

The state will collect information about how well activities are implemented and whether the activities achieved the intended outcome. The state will track those activities defined through action planning are completed on the intended schedule and with the intended participants. Data will be stored in a centralized web-based system accessible to state and local staff. Some evaluation analyses will be programmed as automated reports in the web-based system to support the use of data to monitor implementation at the state and local level.

Table 1

	Community of Practice (CoP)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
1	Short Term Outcome	<p>Are Early Intervention (EI) professionals utilizing the CoP?</p> <p>Amended June 2018: <i>Are early intervention professionals utilizing the Community of Practice?</i></p>	The number of professionals utilizing the CoP will increase over time and represent increases in participation of implementation cohort personnel.	Website analytics	Ongoing	WestEd	<p>January 2017</p> <p>Amended June 2018</p>
2	Intermediate Outcome I	<p>Is involvement in the CoP associated with an increase in EI professional knowledge about implementing Evidence Based Practices (EBPs)?</p> <p>Amended June 2019: <i>Was the information from the CoP useful for implementing evidence-based practices for supporting social-emotional (SE) development?</i></p>	The percentage of CoP participants who report that content and interactions increased their knowledge of EBPs will increase over time for each implementation cohort.	Website Feedback Survey	Ongoing	WestEd	<p>June 2017</p> <p>Amended June 2019</p>

	Community of Practice (CoP)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
3	Intermediate Outcome II	<p>Were resources and communications from the reflective practice sessions used by Cohort leads and designees associated with an increase in knowledge to facilitate provider's implementation of SE EBPs?</p> <p>Amended June 2018:</p> <p><i>Were resources and communications from the reflective practice sessions used by Cohort leads and designees associated with an increase in knowledge to facilitate providers' implementation of social and emotional development evidence-based practices?</i></p>	<p>Extent to which Cohort team leads report that resources and communication from the reflective practice sessions increased their knowledge to facilitate provider's implementation of SE EBPs will remain consistent or improve over time for each implementation cohort.</p>	Survey	Ongoing	Surveys to be completed by Cohort team leads	<p>June 2017</p> <p>Amended June 2018</p>

	Community of Practice (CoP)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
4	Intermediate Outcome III	<p>Were resources and communications from the reflective practice sessions used by Cohort leads and designees associated with an increase in knowledge to facilitate provider's implementation of Social and Emotional EBPs?</p> <p>Amended June 2019:</p> <p><i>Was the information from the CoP useful for implementing evidence-based practices for supporting social emotional development?</i></p>	The percentage of EI providers who reported positively that they could utilize the information from CoP to implement SE EBPs will increase over time for each implementation cohort.	Survey of providers	Quarterly	Providers will complete survey	<p>June 2018</p> <p>Amended June 2019</p>

	Community of Practice (CoP)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
5	Long Term Outcome	Did the implementation of all improvement strategies result in an increased percentage of infants and toddlers with Individual Family Service Plans exiting Early Start who substantially increase their rate of growth in social emotional development? CoP discontinued 2019					2019/2020 Outcome data resulted in exceeding state targets for Indicator 3A

	Provider Checklist	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
1	Short Term Outcome	Was the Provider Checklist disseminated? Amended June 2019: <i>Are providers and other staff given and do they use the TaM and Provider Tips resources?</i>	Narrative report documenting dissemination approaches	Narrative Report	Annually	Cohort Team Leads will be interviewed	Feb. 2017 Amended June 2019

	Provider Checklist	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
2	Short Term Outcome	<p>Did EI services providers in Cohort areas use the Provider Checklist regularly?</p> <p>Amended June 2019: <i>Are providers implementing the practices listed in the Provider Tips resource?</i></p>	The percentage of EI Professionals in implementation cohorts who report using the Provider checklist for at least 50% of their home visits will increase over time for each implementation cohort.	Survey	Ongoing	Surveys made available electronically and/or in paper format to be completed by providers several months after providers receive checklist to measure sustained usage	June 2017 Amended June 2019
3	Intermediate Outcome I	<p>After regular use of the Checklist, do EI service providers have an increased understanding of the importance of a family centered approach.</p> <p>Amended June 2019: <i>Are the practices listed in Provider Tips effective?</i></p>	The percentage of providers who report increased knowledge about how family-centered practices support SE development will increase over time for each implementation cohort.	Survey	Ongoing	Surveys made available electronically and in paper format to be completed by providers	June 2017 Amended June 2019

	Provider Checklist	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
4	Intermediate Outcome II	<p>Did providers report that they were using practices from the Provider Checklist?</p> <p>Amended June 2019: <i>Are providers implementing the practices listed in Provider Tips?</i></p>	The percentage of providers who report using all of the practices from the Provider Checklist with increased frequency will increase over time for each implementation cohort.	Survey	Ongoing	Surveys made available electronically and/or in paper format to be completed by providers	<p>June 2017</p> <p>Amended June 2019</p>
5	Long Term Outcome	Did the implementation of all improvement strategies result in an increased percentage of infants and toddlers with IFSPs exiting Early Start who substantially increase their rate of growth in social emotional development?					2019/2020 Outcome data resulted in exceeding state targets for Indicator 3A

	Resource Guide	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
1	Short Term Outcome	<p>Were EI professionals trained on the chosen initiative?</p> <p>Amended June 2018:</p> <p><i>Were early intervention service providers trained on the Cohort LIA chosen initiative?</i></p>	The number of trainings held by implementation cohorts on the chosen initiatives(s) will be consistent across implementation cohorts.	Implementation Cohort Training Grant Final Report and Cohort interviews	Annually	Cohort Team Leads Interviewed	<p>Feb. 2017</p> <p>Amended June 2018</p>
2	Intermediate Outcome II	<p>Were the trainings held by implementation Cohorts on the chosen initiative associated with an increase in knowledge about practices that support SE development?</p> <p>Amended June 2019:</p> <p><i>Did training participants report that attending the training increased their knowledge about practices from chosen initiatives?</i></p>	The percentage of training participants who report that attending the training increased their knowledge about practices from chosen initiatives will be consistent across implementation cohorts.	Post training survey	One-time or more depending upon number of trainings	Participants complete post training survey	<p>Feb. 2017</p> <p>Amended June 2019</p>

	Resource Guide	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
3	Intermediate Outcome II	<p>After being trained, are EI professionals implementing the practices from chosen initiatives?</p> <p>Amended June 2019: <i>Did training participants implement practices from the training?</i></p>	The percentage of professionals applying practices from the training on identified initiatives will be consistent across implementation cohorts.	Survey	Survey disseminated 1 month after training concludes	Participants complete post training survey	<p>June 2017</p> <p>Amended June 2019</p>
4	Long Term Outcome	Did the implementation of all improvement strategies result in an increased percentage of infants and toddlers with IFSPs exiting Early Start who substantially increase their rate of growth in social emotional development?					<p>2019/2020</p> <p>Outcome data resulted in exceeding state targets for Indicator 3A</p>

	Online training	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
1	Short Term Outcome	Amended June 2019: How many trainees completed the SE training?	# of EI professionals who registered and completed either the facilitated or the open-access SE training module in 2016 (and in future reporting periods) relative to the # of EI professionals who registered and completed the facilitated SE development module in 2015.	Analysis of registration, enrollment and completion data	Ongoing	WestEd	Jan 2017 Amended June 2019
2	Intermediate Outcome I	Did EI professionals who completed either the facilitated or the open access web-based trainings report that their understanding of social and emotional development has increased? Amended June 2019: Did the web-based course increase participants' knowledge?	Knowledge about social and emotional development among EI professionals, as measured by Pre-/Post- Quiz scores for individuals completing the SE training module, will remain consistent across implementation cohorts.	Post training evaluation feedback survey to be taken immediately after the training is completed Pre/Post Quiz	One time or more depending upon number of trainings	Participants complete post training survey	Feb 2017 Amended June 2019

	Online training	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
3	Long Term Outcome	Did the implementation of all improvement strategies result in an increased percentage of infants and toddlers with IFSPs exiting Early Start who substantially increase their rate of growth in social emotional development.					2019/2020 Outcome data resulted in exceeding state targets for Indicator 3A

	Take a Minute (TaM)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
1	Short Term Outcome	Were TaM flyers given to parents at IFSP meetings (recommended) or other parent meetings? Amended June 2019: <i>Are families given the TaM resources?</i>	The percentage of child records that indicate that TaM materials were provided to parents will increase over time for each implementation cohort.	Count of Records Amended June 2019: <i>Collected through end of years surveys from RCs and LIT members</i>	<i>Quarterly</i> Amended June 2019: <i>Annual</i>	Cohort regional centers to collect and report aggregate data to DDS Amended June 2019: <i>DDS conducts annual surveys to RCs and LIT members</i>	June 2017 Amended June 2019:

	Take a Minute (TaM)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
2	Intermediate Outcome I	<p>Is the introduction of the TaM materials associated with an increase of families' knowledge about their role in SE development?</p> <p>Amended June 2019: <i>Did TaM resources increase family's knowledge?</i></p>	The percentage of families who report increased knowledge about their role in SE development after reviewing TaM materials will increase over time for each implementation cohort.	Survey	Survey will be available electronically and in paper format to families on an ongoing basis	Families will complete the survey	<p>June 2017</p> <p>Amended June 2019</p>
3	Intermediate Outcome II	<p>Did providers report that families who were provided with TaM materials were using practices from the TaM materials?</p> <p>Amended June 2019: <i>Are families using practices from the TaM resources?</i></p>	The percentage of families who were using practices from the TaM materials will increase over time for each implementation cohort.	Survey	Survey will be available to providers electronically and in paper formation an ongoing basis	Providers will be asked to complete tool with parents at least 6 months after the TaM flyers were introduced to the family	<p>June 2017</p> <p>Amended June 2019</p>

	Take a Minute (TaM)	Evaluation Question	How will we know (performance indicator)	Measurement/ Data Collection Method	Measurement Intervals	How and who will complete this activity	Timeline (When Data Collection Begins)
4	Long Term Outcome	Did the implementation of all improvement strategies result in an increased percentage of infants and toddlers with IFSPs exiting Early Start who substantially increase their rate of growth in social emotional development?					<i>2019/2020 Outcome data resulted in exceeding state targets for Indicator 3A</i>

Specify how the State will use the evaluation data to examine the effectiveness of the implementation, assess the State's progress toward achieving intended improvements and make modifications to the SSIP as necessary.

The state will use the evaluation data in multiple ways to examine the effectiveness of implementation and assess the state's progress towards achieving intended outcomes.

Use of evaluation data to examine the effectiveness of implementation

California has adopted a new accountability framework which shifts the focus from only mandatory compliance to an emphasis on improving outcomes for children. Known as Results-Driven Accountability (RDA), the State will develop and implement a State Systemic Improvement Plan (SSIP) that sets a target for a state-selected measurable outcomes, identify and implement strategies that are expected to lead to improvements in that outcome, and collect and analyze data to make informed decisions about the improvement strategies. The State will increase their use of evidence-based practices (EBPs) and measure the extent to which the EBPs are delivered as intended.

A major strength of the RDA approach is accountability – it is difficult to justify any state's failure to embrace an improvement approach that is grounded in the use of practices/approaches with demonstrated effectiveness and the intent of which is to improve desired outcomes for children who are enrolled in programs under the Individuals with Disabilities Education Act. In addition, California has also developed and implemented SSIP targeting improvements to social and emotional development outcomes for young children and has adopted a number of EBPs that vary by locale, presumably to best match the needs, interests, priorities, and culture of each locale. To date, the state has been able to collect information from its Regional Centers (RCs) about the EBP practices/approaches that have been adopted but has encountered difficulty in collecting or even engaging locales in planning to evaluate how well and with what frequency and intensity the EBPs are being implemented. RCs and service providers were surveyed regarding data they are collecting about how well and how often EBPs are being implemented produced. Open-ended responses to these questions suggested that most respondents did not fully (or at all) understand the type of measurement being referred to or how this type of data might be used. Typical responses listed the names of instruments used to assess a child's social/emotional development or reported that participants fill out evaluation surveys at the end of training events.

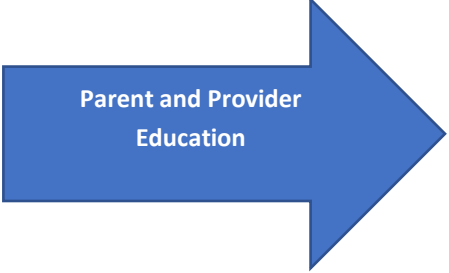


To date, the state has not been able to report applicable data regarding the frequency, intensity, and/or quality of EBP implementation in the annual SSIP report to the U.S. Department of Education.

Use of evaluation data to assess the State's progress toward achieving intended improvements.

California will continue to use the lens of "continuous improvement" by using evaluation data to assess the State's progress toward achieving intended improvements. The state will do this through infrastructure changes, such as accessible training in evidence-based strategies, and utilizing the Community of Practice and the Early Start Neighborhood intended to support implementation of newly learned practices. The state will also implement guidelines for fidelity of practice and use data on short and long-term outcomes and measurable improvements toward the SiMR to inform the need for future changes.

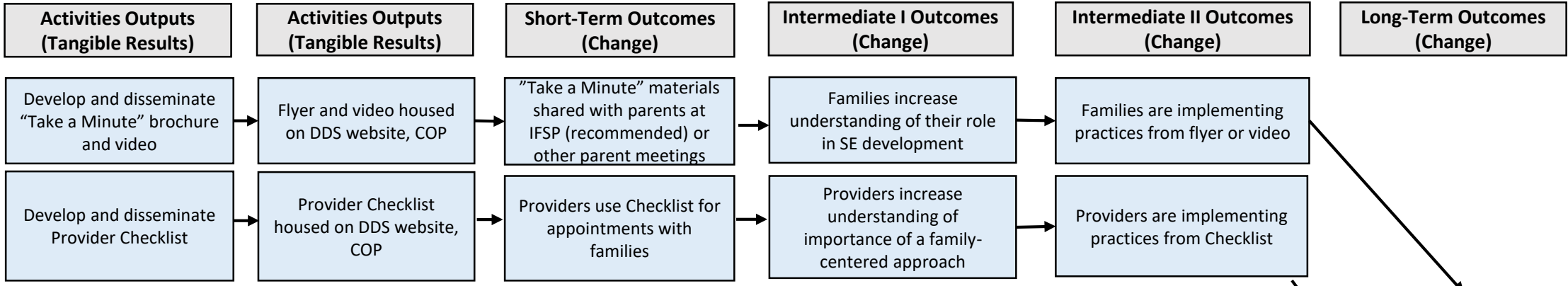
Regional Centers have been encouraged to adopt and administer assessment tools that more specifically measured children's social and emotional (SE) development in order to identify children who needed support in that area and to have a more targeted measure of progress.

State-identified Measurable Result: California Theory of Action

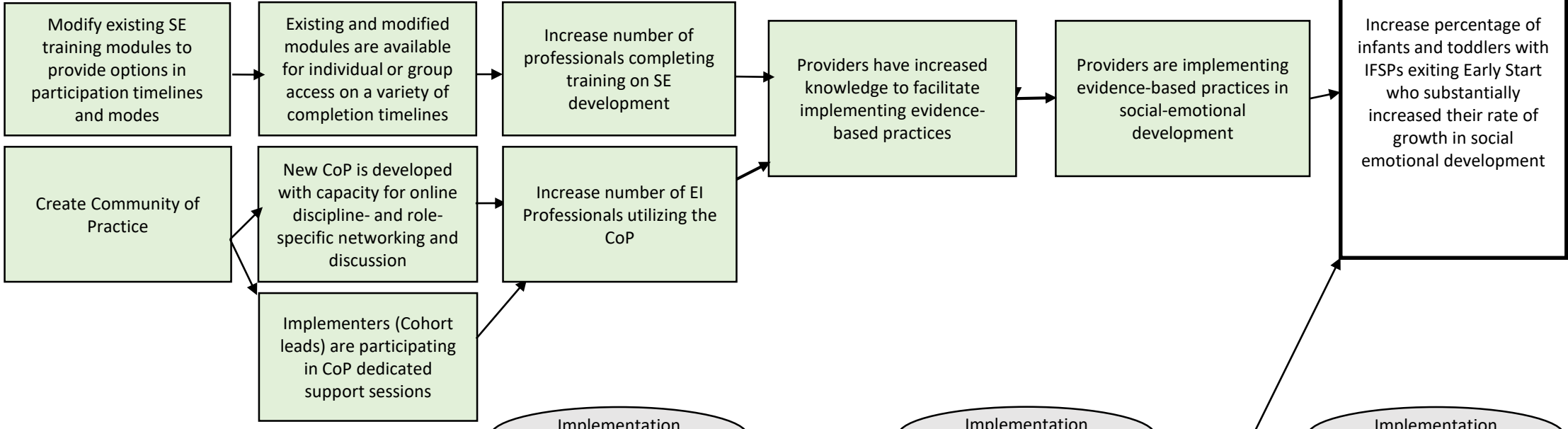
Strands of Action	If DDS	Then	Then	Then
 <p>Parent and Provider Education</p>	<p>...develops and implements sustainable outreach, education, and training strategies through the Early Start Comprehensive System of Personnel Development (ESCSPD) for the entire Early Start community including families and service providers, on evidence-based practices and family-centered philosophy</p>	<p>...families will better understand the Early Start program and their role in social/emotional parent-child relationship development</p> <p>...service providers will better understand the importance of the family-centered approach and natural environments</p>	<p>...families will receive the education and support necessary to fully engage in their child's social/emotional development through the parent-child relationship</p>	
 <p>Professional Development</p>	<p>...promotes and implements sustainable, evidence-based training strategies for the entire Early Start community on social and emotional development, evidence-based assessments, and parent-child relationships</p> <p>...leverages effective, evidence-based practices of regional centers and local educational agencies or other entities in engaging families in the social and emotional development of the child through enhanced parent-child relationship</p>	<p>...service providers will have the knowledge and capacity to consistently and effectively implement evidence-based practices</p> <p>...improvements in practice will be sustainable</p>	<p>...local systems will competently and consistently implement evidence-based practices in social and emotional development to support the parent-child relationship</p>	<p>...there will be an increased percentage of infants and toddlers with IFSPs exiting Early Start who substantially increased their rate of growth in social and emotional development.</p>
 <p>Interagency Collaboration</p>	<p>...identifies and partners with statewide collaboratives to disseminate information on the importance of parent-child relationships and social and emotional development with the Interagency Coordination Council as lead</p>	<p>...service providers will better understand the importance of the family-centered approach and natural environments</p> <p>...service providers will increase focus on social and emotional developmental outcomes</p>		

Appendix B:
Logic Models

Parent/Provider
Education



Professional
Development



Interagency
Collaboration

