



Specific improvement activities to improve the State infrastructure (grouped by areas indicated in the above graph):	How the activity will improve the State’s ability to support EI providers in implementing EBPs to reach the SiMR:
<p>Training:</p> <ol style="list-style-type: none"> Form a state-wide, cross-sector Professional Development Leadership Team to leverage resources and align initiatives affecting early learners, and to do the work together of determining content and competencies for a master cadre of trainers/external coaches who support implementation of EBPs. Training the internal and external coaches (UP Sites and the Master Cadre). 	<p>Training:</p> <ol style="list-style-type: none"> The PD Leadership Team’s work in identifying and forming the master cadre of external coaches across early childhood to train providers in recommended practices to reach the SiMR. Training both internal and external coaches together ensures everyone is “on the same page” and prepared to implement EBPs in the same way with the same understanding of quality measures and how coaches support one another.

<ul style="list-style-type: none"> c. Identify “core competencies” of Part C providers and train all Part C providers in core competencies (initial certification/re-certification). d. TA on developing meaningful and useful IFSPs. e. Operationalize training objectives into measureable outcomes for changes in practice. 	<ul style="list-style-type: none"> c. Identified core competencies include those attitudes, beliefs, and skills needed to implement evidence-based practices to reach the SiMR. Training for all EI providers in core competencies would support them in changing practice to implement the IDEA and meet program improvement goals. d. IFSP activities/strategies would be used by family members to support their child’s learning. Parent/practitioner partnerships support implementation of EBPs. e. For the CSPD program to meet program improvement goals, the team will need a way to measure effectiveness of training so that modifications can be made and supports provided to ensure strategies are implemented as planned/intended.
<p>Quality Assurance & Monitoring:</p> <ul style="list-style-type: none"> a. Core SSIP Team completes the ECTA Center Framework self-assessments periodically throughout the SSIP process to inform the changes and to self-assess progress in each sector of infrastructure development. b. Work with national TA partners to create a (or implement existing) coaching checklists. c. Implement an existing self-assessment tool to be used by EI providers/programs for self-reflection on how EBPs are being implemented. d. Align priority areas, rankings, and visit protocol for Focused Monitoring with the SiMR. 	<p>Quality Assurance & Monitoring:</p> <ul style="list-style-type: none"> a. Use of the Framework and periodic self-assessment will provide the lead agency information about progress in the various sectors in order to continue work on on-going infrastructure development needed to support programs/providers in implementing EBPs. b. A coaching checklist would standardize expectations for home visitors to ensure implementation of EBPs supporting parent’s ability to help their child develop and learn (SiMR). Use of the coaching checklist by external coaches would provide a method of ensuring uniform quality practices. c. Practitioners take responsibility for their own professional development to promote more accountability and buy-in while being accountable for ongoing professional development relevant to supporting implementation of EBPs. d. Monitoring must align with program improvement goals in order to support change in practice.

<p>Policy:</p> <ul style="list-style-type: none"> a. Memorandums of Understanding between First Connections and providers who agree to serve as initial cohort (target sites) to begin implementation of EBPs and establish a Community of Practice (CoP). b. Revise initial certification requirements and re-certification requirements to include all Part C providers and service coordinators to complete core competencies training and change annual professional development requirements for all Part C providers to require a specified number of hours of training annually on topics related to EBPs for 0-3 learners. c. Parent Participation Agreement Form required for use at intake. d. Develop Report Writing Guidelines (manual) to set Part C requirements for 0-3 evaluation reports and require that the written report support the family’s ability to use information from report to develop age-appropriate learning goals for their child. 	<p>Policy:</p> <ul style="list-style-type: none"> a. Each UP site demonstrates “buy-in” – a willingness to change practice by agreeing to the MOU and by signing. Collaboration will support EI providers in implementing EBPs with fidelity to reach the SiMR. b. Training and on-going professional development in core competencies and EBPs would provide ongoing support to early interventionists to support them in changing practice to implement the IDEA and meet program improvement goals (to reach SiMR). c. Stronger parent/practitioner partnerships support early interventionists in implementing EBPs to reach the SiMR d. Guidelines would support EI professionals in helping families understand their child’s abilities and special learning needs so that families will be supported in advocating for their child and helping their child learn and develop (SiMR).
<p>Knowledge:</p> <ul style="list-style-type: none"> a. Educate parents about their role as partner with First Connections and the program’s goal of increasing their confidence and competence in being able to help their child develop and learn. b. “Re-market” the program to educate referral sources on mission and principles of early intervention, parent role in early intervention, and the benefits of natural environment practices. 	<p>Knowledge:</p> <ul style="list-style-type: none"> a. With parents actively involved and working with early interventionists, providers are supported in implementing EBPs to reach the SiMR. b. With referral sources able to accurately explain the program to families, parents will enter the program aware of their role. Active participation of parents in early intervention supports providers in implementing EBPs to reach the SiMR.

c. Partner with PTI and other agencies to provide information about early intervention and the important role parents play in supporting their child’s early learning.	c. When families have information and support, they can better advocate for their child to promote their child’s early learning (SiMR).
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SSIP Action Plan for Implementing Infrastructure Changes: Resources Needed and Expected Outcomes

First Connections, in collaboration with AICC and other stakeholders will identify infrastructure changes critical to implementation of the Plan through ongoing assessment throughout the stages of implementation. Resources, short and intermediate outcomes, link to the SiMR (long-term goal), person/persons responsible for overseeing, and ways to measure implementation progress are outlined in the following pages as a series of logic models (one for each broad improvement area featured in the diagram and chart, above: