

## Alabama's Early Intervention System SPP/APR Evaluation Plan FFY 2023

**SiMR:** To increase the number of infants-toddlers served through Alabama's Early Intervention System who make substantial progress in positive social-emotional skills.

Strand 1: Leadership and System Development

Strand 2: Children, Families and Evidence-Based Practices

Strand 3: Professional Development and Technical Assistance

Strand 4: Fiscal

Strand 5: Data Collection

(The Theory of Action may be found on the AEIS website at [www.rehab.alabama.gov/services/ei](http://www.rehab.alabama.gov/services/ei) under Information for Stakeholders.)

Strand 1: Leadership						
Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Long Term  <u>Outputs:</u> <input type="checkbox"/> Select annual priorities to be addressed.  <input type="checkbox"/> Develop strategic activities to address annual priorities.  <input type="checkbox"/> Develop and update an AEIS Handbook on required practices and procedures.	AEIS will use updated written priorities, procedures, and strategic plan(s) to drive the system.	Were priorities, procedures and strategic plans used to drive system operation?	Monitoring activities will demonstrate program adherence to new procedures as per the strategic plan.	Program monitoring reports and findings.	FFY 2023 and ongoing	Two annual priorities were selected, based on data, which include: 1. The utilization of the Routines-Based Model with fidelity; and 2. The implementation of the COS process with fidelity.  These areas were enhanced in the updated General Supervision/ Monitoring Manual for targeted supervision and additional training has been provided.  Initiatives to address these priorities include: 1. The provision of coaches for the Routines-Based Home Visiting Component (which includes evaluation of competence); 2. The use of the COS/Knowledge Check for Service Coordinators with participation in the ECTA COS training modules as indicated, and an increase

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						<p>in ongoing, required COS training statewide for all providers.</p> <p>The revised AEIS General Supervision/monitoring manual, which includes all identified priorities, was completed, and implemented for FFY 2023.</p> <p>The AEIS Handbook, which outlines statewide procedures, was approved, and disseminated statewide. Revisions will be made annually as needed.</p>
Short Term  <u>Output:</u> <input type="checkbox"/> Redesign the monitoring system to include indicators related to evidence-based practices, fidelity, child progress and program self-assessment	AEIS will have an updated system for effectively monitoring program performance related to use of evidence-based practices with fidelity.	Do program monitoring findings indicate adherence to EBP with fidelity?	Program monitoring will indicate 80% of programs monitored are using EBP with fidelity.	Monitoring reports/findings.	FFY 2023	The updated monitoring system/manual, which includes a more detailed review of the use of EBP (the Routines-Based Model), was initiated on 10/1/2023.
Short Term  <u>Output:</u> <input type="checkbox"/> Participate in the WestEd	AEIS will have an increased number of appropriate referrals based on increased knowledge of EI in pediatric community	Did the percentage of eligible children compared to referrals increase?	Child Find data compared to previous years will show an increase in appropriate	Child Find Data from the GIFTS database system.	FFY 2022 and ongoing	AEIS continues to participate in the CIM-C Project, developing a model for impacting referrals to AEIS. The

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Collective Impact Model (CIMC) grant in pilot site and prepare for targeted scale-up in new sites.	and provision of consistent screening.		referrals leading to eligibility.			model is being field tested in 4 counties with the goal of scaling up statewide.
<p>Long Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Rebrand all AEIS public awareness materials and dissemination strategies statewide.</p> <p><input type="checkbox"/> Conduct targeted awareness activities within counties with low referrals and underserved populations.</p>	AEIS will serve more children/families in underserved regions of the state.	Did the number of children/families from underserved areas of the state increase as compared to previous years?	Child find numbers will have increased over previous years (trend data) in underserved locations.	Child Find data from GIFTS database	FFY 2023	<p>The rebranding of AEIS has been completed and materials are being disseminated to communities and referral sources, including billboards.</p> <p>Data on services by county as per demographics indicate a low rate of the Hispanic population served in 22 out of 67 counties. These counties will receive targeted outreach activities.</p>
<p>Short Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Participate in and support the Autism Initiative statewide.</p>	AEIS will have children with autism receiving services utilizing the NDBI Model.	Did the number of children with autism receiving NDBI services increase?	There will be an increase in the number of children with autism receiving targeted intervention.	Data from the Autism initiative of the number of children receiving services using the NDBI Model.	FFY 2023	<p>The NDBI Model for children with autism was launched.</p> <p>Initially, in past years of the grant, there were eight training collaboratives across the state with 220</p>

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						<p>EI providers and service coordinators attending.</p> <p>In 2023, additional learning collaboratives were held across the state and 707 EI and Childcare providers attended.</p>
<p>Long Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Continue to solicit partnerships with stakeholders for participation on the ICC, Subcommittees, and task groups.</p>	AEIS will have partnerships with outside entities that support system development and implementation.	Did the number of participants from outside entities increase?	Documentation of participation by stakeholders in various AEIS activities will show an increase over previous years.	Trend data on numbers participating in AEIS activities through attendance rosters.	FFY 2022 and ongoing	<p>Collaboration with the Alabama PTI was enhanced with discussions at the AEIS District Councils about services and supports that are available.</p> <p>A family survey was conducted through the Alabama PTI for input into AEIS APR initiatives.</p> <p>A new partnership has been established with Auburn University for assistance in implementing the Developmental Specialist required training.</p>
<p>Short Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Partner with the Alabama Department of Mental Health to provide I/ECMH</p>	AEIS will have Infant/Early Childhood Mental Health Consultation for early intervention programs.	Was I/ECMH consultation provided for AEIS programs?	An increase of I/ECMH consultation services will occur statewide compared to previous years.	Documentation of I/ECMH consultation and training provided to programs statewide.	FFY 2023 and ongoing	<p>The Alabama Department of Mental Health has launched the I/ECMH service system statewide.</p> <p>(There were 20 AEIS programs that received I/ECMH services during FFY 2022.)</p>

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consultation to AEIS programs.						

Strand 2: Children, Families and Evidence-Based Practices						
Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Short Term  <u>Output:</u> <input type="checkbox"/> Update family survey process and feedback loop.  <input type="checkbox"/> Update methodology for reporting survey and other input to families and the public	AEIS will have an expanded systematic method for collecting diverse stakeholder input and reporting results.	Was there an increase in the number of stakeholders surveyed to provide input into AEIS infrastructure?  Was there an updated method of disseminating survey results?	Trend data on the number of survey respondents and other mechanisms for gathering input will show an increase.  Survey results will have been disseminated to new stakeholder groups.	Summary report of survey responses and comparison of number of respondents.  Comparison of number of recipients receiving survey reports.	FFY 2022 and ongoing	
Long Term  <u>Output:</u> <input type="checkbox"/> Implement the evidence-based practice of Routines-Based Interview and Routines-Based Home Visiting with fidelity.	The Routines-Based Model will be implemented statewide with fidelity.  Children served in AEIS will have improvement in social-Emotional skills, knowledge/skill, and appropriate behavior to meet needs upon exit.	To what extent was the RBM implemented with fidelity statewide?  Were the APR targets for skill development met or exceeded?	Program monitoring will produce data on the utilization of the RBM.  Trend data on child outcomes shows an increase in percentage of children making substantial progress in the three OSEP outcome areas.	Percentage of programs that are implementing the RBM.  Comparison of APR percentages of children making progress over time based on Indicator 3 data.	FFY 2016 and ongoing  FFY 2016 and ongoing	Trend data have shown steady improvement in the percentage of children making substantial progress in the three OSEP outcome areas.

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Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
<input type="checkbox"/> Increase child outcome progress as determined by the COS process.						
Short Term <u>Output:</u> <input type="checkbox"/> Enhance family understanding of the process and strategies for identifying and sharing their child's progress through direct training by service coordinators.  <input type="checkbox"/> Provide support to service coordinators on the MEISR tool for determining progress in the 3 child outcome areas.	Families will be trained and equipped to communicate their child's needs and progress through the COS process.	Do families participate in the COS process?	Families indicate on the statewide survey that they understood and participated in the process of determining their child's progress?	Family survey data from final report.  Training sign-in sheets.	FFY 2022 and ongoing	A COS information sheet was developed for dissemination to families to help them understand the process and how they can participate in determining their child's progress.  Training will be provided in all seven districts and at the EI and Preschool Conference in October 2024 for providers and families.  The Family Survey was updated to gather information on family involvement in the COS process.  The use of the MEISR tool was included in the required Service Coordinator training, Journey I.

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### Strand 3: Professional Development and Technical Assistance

Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Long Term  <u>Output:</u> <input type="checkbox"/> Require systematic training using the RBM Modules and RBM Bootcamps.	AEIS will have all EI providers implement evidence-based practices with fidelity.	Did providers achieve required scores on post-training evaluations?	Results from post module assessment on knowledge of the Routines-based Model will show 80% competency.	Percentage of trainees utilizing the RBM in practice based on post-training surveys will show 90% compliance.	FFY 2022 and ongoing	
Long Term  <u>Output:</u> <input type="checkbox"/> Require the COS-KC assessment for all service coordinators and providers statewide.	AEIS will have service coordinators who are trained to effectively determine child progress.	Did service coordinators have a passing scores on the COS-KC post training?	The percentage of service coordinators who pass the COS-KC will increase.	Trend data on percent of providers passing the COS-KC.	FFY 2023 and ongoing	All service coordinators are required to take the COS-KC assessment and to participate in the COS training modules if they did not pass the post test.
<input type="checkbox"/> Require COS training using the ECTA module for service coordinators and providers who do not pass the COS-KC assessment.  <input type="checkbox"/> Require training of service coordinators, EI providers and administrators on the COS process.	AEIS will have providers who are trained and supported to effectively determine and report child progress.	Did providers and administrators participate in training on the COS?	COS training will be provided through the Journey II training required of all EI providers.	Training rosters	FFY 2023 and ongoing	The required training for service providers is to include the COS process which will begin in FFY 2024.  AEIS has expanded the FFY 2024 COS training to: improve the knowledge and skills of all COS team members, incorporate activities to facilitate the practice of critical skills, including deeper knowledge of the three outcomes, identify functional and isolated skills, age-anchoring, aggregating data from multiple sources to establishing a ratings. Activities were designed to encourage real-world application by facilitating

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						<p>authentic learning and team collaboration.</p> <p>The training is available upon request from the program or recommendation of the monitoring team. The training has been provided through a required foundational training of all service coordinators, providers and administrators (Journey II); in all seven districts; at the EI/Preschool Conference in October 2024; and for all Journey II trainers. AEIS held a virtual TA/Chat &amp; Chew that provided programs the opportunity to ask questions and discuss their determinations, as well as the AEIS plan for assistance statewide to improve COS.</p>
<p>Long Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Conduct post training survey (3 months post training) to determine the use of the evidence-based practice.</p>	AEIS will have a systematic process for determining effectiveness of training initiatives on knowledge and application.	Are 80% of providers who complete the training implementing the strategies?	At least 80% of providers will be utilizing the learned strategies in their practice.	Results of post training survey and/or interviews.	FFY 2024	<p>AEIS established a partnership with the AL Department of Education through the SPDG grant to provide coaching and follow-up evaluation regarding the RBHV training and implementation with fidelity.</p> <p>AEIS will contract with University of Alabama at Birmingham external evaluators to implement the post-training evaluation process that will determine the ability of providers to imbed the</p>



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						evidence-based practices into intervention.
Long Term  Outputs: <input type="checkbox"/> Participate in the Autism Initiative to train ASD Specialists for consultation to programs and families.	Specialists will be trained to deliver evidence-based intervention strategies using the NDBI model.	Are there trained specialists utilizing the NDBI model?	There will be a cadre of NDBI specialists available to deliver services to programs and families.	Monitoring data Training data	FFY 2022 and ongoing	AEIS has accomplished the following through FFY 2023: <ul style="list-style-type: none"> <li>Completed an initial Five ASD Strategy Training in 7 EI districts for 220 providers and service coordinators.</li> <li>Coached 19 ASD Mentors using a one-on-one bug in ear method with the follow up debriefing. Highly trained covering all 7 AEIS districts (10 Speech Pathologist, 2 Occupational Therapists, 7 Developmental Instructors).</li> <li>Conducted 24 Learning Collaboratives- "Integrating Effective Practices into Community Early Intervention Settings"- across all 7 AEIS districts.</li> <li>707 EI providers and Childcare providers attended.</li> </ul>
Long Term  Output: <input type="checkbox"/> Utilize the University of Alabama EIEIO program to provide training and consultation	AEIS will have linkages with higher education for training and consultation on the Routines-Based Model.	Are providers implementing the Routines-Based Model?	There will be documentation of the trainings provided and evaluation results demonstrating their effectiveness.	Post-training evaluations will show at least 80% effectiveness in the application of learned practices.	FFY 2020 and ongoing	AEIS has ongoing involvement with the University of Alabama for training, consulting, and assistance in implementing the Routines-Based Model.

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on the Routines-Based Model.						
<p>Long Term</p> <p><u>Output:</u></p> <p><input type="checkbox"/> Maintain and update the AEIS Personnel Standards.</p> <p><input type="checkbox"/> Update CSPD plan annually.</p> <p><input type="checkbox"/> Evaluate implementation and achievement of the CSPD activities.</p>	AEIS will have highly qualified providers.	Do AEIS service coordinators and providers meet the AEIS Personnel Standards?	<p>Monitoring of programs and their providers will demonstrate compliance in qualifications of personnel and participation in the CSPD.</p> <p>Evaluation of CSPD planned activities will demonstrate achievement.</p>	Monitoring data	Ongoing	<p>Monitoring results have indicated adherence to AEIS Personnel Standards within programs and there is a system in place for determining appropriateness of qualifications for new applicants.</p> <p>The CSPD plan is updated annually and approved by the ICC. All activities are embedded in this evaluation plan to monitor effectiveness and completion.</p>
<p>Short Term</p> <p><u>Outputs:</u></p> <p><input type="checkbox"/> Conduct a review of other state practices and recommendations from TA centers on strategies for recruitment and retention.</p>	Comprehensive recruitment and retention strategies are developed based on multiple data/information sources.	Is there a statewide plan for recruitment and retention that is being implemented?	There will be a decrease in shortages of qualified providers.	<p>Personnel data from the updated GIFTS data system.</p> <p>Monitoring data</p>	FFY 2023 and ongoing	Awareness materials and AEIS linkages were emailed to all colleges and universities statewide for sharing with students as potential career options. Responses have resulted in inquiries for internship placements within EI.

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Strand 4: Fiscal						
Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Long Term <u>Output:</u> <input type="checkbox"/> Conduct financial audits of all programs.  <input type="checkbox"/> Insert assurances in the program contract language that programs will adhere to the fiscal requirements of the lead agency.	AEIS will be assured that state and federal dollars are utilized as required.	Are state and federal dollars used within the guidelines of state and federal regulations?	Audit results will indicate extent to which dollars were spent appropriately.	Audit findings and reports.	Ongoing	AEIS has had very few financial findings and, where they did occur, sanctions were imposed.  Fiscal audit findings are included in the criteria for EIS program determinations and, where indicated, sanctions are imposed.
Long Term <u>Output:</u> <input type="checkbox"/> Conduct an annual legislative initiative by the lead agency.	AEIS will have financial support from the Alabama legislature for implementation of services to children and families.	How does the state allocation compare to previous years?	State allocation will be consistent and appropriate for the operation of AEIS.	Annual budget	FFY 2023 and ongoing	The Alabama Legislature provided level funding for FY 2024 (FFY 2023).
Short Term <u>Outputs:</u> <input type="checkbox"/> Hire an outside consultant to do a cost study of AEIS	AEIS will have an equitable system for allocating Part C funding to providers.	To what extent did AEIS change its funding system based on the consultant proposal?	A model funding system will be in place.	Documentation of changes in the funding allocation structure.	FFY 2023	The rate study was completed with recommendations expected in April 2024 and implementation targeted for FY 2025 (FFY 2024).

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Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Short Term  <u>Output:</u> <input type="checkbox"/> Finalize the rate study and implement strategies to assist in streamlining the AEIS financial structure	AEIS will have an equitable and efficient method for providing funding to programs for service delivery.	Was the rate study completed and a new system implemented?	A new system for dissemination of EI funds will have been established.	Documentation of new procedures for dissemination of EI funds.	FFY 2023	The rate study was completed in FFY 2023. Implementation of recommendations are targeted for SFY 2025.

Strand 5: Data Collection						
Outcome Type and Outputs	Outcome	Evaluation Question(s)	How will we know? (Performance Indicator)	Measurement/ Data Collection Method	Timeline/ Measurement Intervals	Analysis Description
Short Term  <u>Output:</u> <input type="checkbox"/> Hire consultants to upgrade the GIFTS data system for more effective and efficient use.	AEIS will have a system in place to identify trends and areas of need in service delivery.	Is there an updated data system that is operational?	The data system will be rolled out for statewide use.	New data and reports	FFY 2025	The updated data system continues to be under development.
Long Term  <u>Output:</u> <input type="checkbox"/> Provide training on new data	AEIS providers will accurately and efficiently enter data into the system.	Do data checks confirm accuracy and timeliness of data?	Checks and balances will show appropriate and timely data entry with data errors decreasing over previous years.	Number of data errors	FFY 2025	The updated data system continues to be under development.

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Strand 5: Data Collection						
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system and conduct data checks and balances.						