FFY 2020-2025 Part C SSIP Evaluation Plan
INFRASTRUCTURE

ToC* Component One: SoonerStart implements a structured approach for the provision of early intervention evidence-based practices supporting social emotional development

Major Outcomes	Short-term Measure(s)	Mid-term Measure(s)	Long-term Measure(s)
1.1 Establish sustainable high quality SSIP state leadership team.	Create team to govern SSIP and implement the Pyramid Model. The SLT uses the PM SLT BOQ with 49 indicators to assess structural sustainability every six months (39% of indicators "in place" or "emerging" status on initial SLT BOQ).	The SLT BOQ will increase to 55% "in place" or "emerging" (27 of 49 indicators) by end of year three (FFY 2022).	The SLT BOQ will increase to 90% "in place" (44 of 49 indicators) by the end of year five (FFY 2025).
1.2 Revise SoonerStart processes and procedures to align with SSIP infrastructure changes and support Pyramid Model implementation.	Align assessment procedures with data collection requisites for SIMR and service delivery.	Update operational procedures with pyramid model processes related to implementation of EBPs by end of year two. Identify additional processes in year three that are appropriate to add to the operational procedures.	Review operational procedures annually to reflect any needed changes.
1.3 Allocate resources to the long-term implementation of the SSIP.	Allocate start-up funding and personnel to begin pilot implementation.	Budget resources to support scale-up implementation in years three through five.	Identify resource requirements for long-term implementation state-wide.
1.4 Establish procedures to launch and maintain implementation sites.	Select and onboard initial implementation ("pilot") sites.	Select and onboard implementation site(s) in years three through five.	Develop and implement procedures for full scale-up statewide after year five.
1.5 Create or select data collection and storage tools and systems.	Adopt child data collection, monitoring & reporting tools.	Adopt caregiver data collection tools in year three.	Maintain data storage systems and monitor for quality and sustainability.

	Establish data storage and reporting tools for project evaluation (including fidelity measurement).	Monitor value and utility of data storage systems annually and revise as necessary.	
1.6 Implement all components of the PM Early Intervention Benchmarks of Quality (BoQ).	The local Leadership Team uses the PM SLT BoQ with 30 indicators to assess structural sustainability every six months (28% of indicators "in place" or "emerging" status on initial LLT BoQ).	The PM EI BoQ will increase to 80% "emerging" or "in place" (24 of 30 indicators) by end of year three.	The PM EI BoQ will increase to 90% "in place" (27 of 30 indicators) by end of year five.

*ToC: Theory of Change

ToC Component Two: Provide training, coaching and monitoring of specific PM evidence-based practices			
Major Outcomes	**Short-term Measure(s)**	**Mid-term Measure(s)**	**Long-term Measure(s)**
2.1 PM levels of support are clearly defined and implemented.	Create algorithm to identify the level of support aligned with the child's IFSP outcomes and services. Adopt process to monitor child's level of support in EdPlan.	Each child is assigned a PM level of support following the development of the initial and annual IFSP. Develop process to monitor progress of children whose developmental needs do not align with the level of support identified in the child's record.	Children are consistently assigned the appropriate level of support based on the needs of the child and family preferences as outlined in the IFSP.
2.2 Train staff in PM practices	Outline PD expectations for state staff and local PM teams at implementation sites. Participate in all initial training through the PM Consortium.	Develop and implement procedures to train new personnel at current sites by end of year two. Train new personnel as needed in following years. Train personnel at new implementation sites.	Establish operational procedures to ensure sustainable system in place to provide PM PD for new personnel and to update training for current personnel (including scale-up sites); Develop succession plan to ensure transfer of PMF knowledge

2.3 Adopt Practice-Based Coaching (PBC) to support practitioners' use of Pyramid Model practices.	Select practitioner coaches at implementation sites. Provide specialized training to coach and support service providers.	Establish guidelines and written procedures to define PBC implementation at local site level by end of year three. Establish mechanisms to monitor PBC procedures for revision or retention by end of year four. Procedures are reviewed (and potentially revised) in year three and annually thereafter. 25% percent of implementation sites' providers complete a coaching cycle in year three. 50%-percent of providers complete a coaching cycle in year four.	Fully integrate practice-based coaching techniques and related EBPs into SoonerStart practice. All service providers at each implementation site will participate in an annual coaching cycle with a practitioner coach.
2.4 Implement system to monitor that evidence-based practices are implemented with fidelity.	Incorporate monitoring tools into operating procedures; Establish guidelines for monitoring fidelity of implementation of EBPs.	Providers, and program coaches use monitoring tools according to guidelines to ensure EBPs are completed with fidelity by end of year two. Practitioner Coaches are using monitoring tools by end of year three to ensure EBPs are completed with fidelity.	Integrate practice monitoring into SoonerStart procedures and staff accountabilities.

EVIDENCE-BASED PRACTICES

ToC Component Three: EI providers develop and utilize their acquired knowledge and skills in providing services to families			
Major Outcomes	**Short-term Measure(s)**	**Mid-term Measure(s)**	**Long-term Measure(s)**
3.1 EI providers demonstrate knowledge gains in PM EBPs.	EI providers are trained in PM EBPs (Evidence-based Practices).	EI providers demonstrate immediate PM knowledge gains (using training pre/post surveys).	EI providers maintain knowledge gained (using annual follow-up surveys in January).
3.2 EI providers demonstrate fidelity to implementation of PM EBPs.	Train EI providers in fidelity monitoring tools. EI providers will complete the self-assessment on the EIIC (Early Intervention Implementation Checklist) per established requirements. SSIP/PM Coordinator will monitor completion rate of EIIC to determine fidelity to implementation.	75% of EIICs will be completed per program requirements and monitored for systemic deficiencies in evidence-based practices implementation by the end of year three. Practitioner coaches will monitor fidelity to implementation of EBPs using the EIPPFI and video observations, by the end of year four.	EI providers demonstrate consistent fidelity to PM EBPs over time (using periodic observations and the EIPPFI).
3.3 Practitioner coaches demonstrate ability to support and monitor EI providers.	Train practitioner coaches. Coaches have knowledge of the procedures and content for supporting providers (using training pre/post surveys).	SSIP/PM Coordinator will monitor fidelity to coaching practices using periodic observations (at least annually). Coaches demonstrate fidelity to coaching EBPs and process and procedures using a coaching quality checklist; At least 80% of providers who received practice coaching report that coaches and coaching processes provide needed practice support (using annual survey in December).	Coaches demonstrate consistent fidelity to PM EBPs and coaching practices over time using periodic observations.

ToC Components Four & Five: Families' knowledge about SE development will increase to support their child's SE growth. Families will recognize their child's SE strengths and manage challenging behavior successfully.

Major Outcomes	Short-term Measure(s)	Mid-term Measure(s)	Long-term Measure(s)
4.1 Caregivers demonstrate knowledge of SE development shared through program implementation of PM EBPs and other activities.	EI providers complete the intake process with ASQ Questionnaire at 95% of enrollments (including basic SE development information). SoonerStart will create and share a SE development handout at intake via the Parent Portal. SoonerStart will work with the Oklahoma Parents Center to create a virtual training related to SE development in young children. SoonerStart will share SE development resources for parents online.	Caregivers receiving universal SE support show awareness and knowledge of SE development of young children. Caregivers receiving targeted or intensive supports demonstrate knowledge of EBPs to support their child's SE growth. Caregivers participating in activities report that resources are helpful for understanding SE development (survey to parents annually in December).	Caregivers report using and benefiting from SE development resources and activities provided by SoonerStart through the PM Framework.
5.1 Caregivers report successful management of children's challenging behavior and identification of strengths.	Caregivers are able to identify challenging behaviors and relevant interventions to address concerns. Challenging behaviors are addressed in the IFSP outcomes for children needing targeted and intensive interventions.	Caregivers use interventions to address behavioral concerns.	Caregivers report that their ability to manage their child's behavior has improved. Caregivers report improved child behavior.