

4-2017

Evaluation of the Maine Child Development Services-Part C Improvement Plan

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Recommended Citation

Pierce, M. (2017, April). *Evaluation of the Maine Child Development Services-Part C Improvement Plan* (PDF). Poster presented at the 2017 University of Maine Student Symposium: Research & Creative Activity. Bangor, ME.

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NH-ME LEND Community Partner Project

Community Partner: Maine CDS-Part C

CDS-Part C is an Intermediate Educational Unit that provides early intervention (birth through two years) under the supervision of the Maine Department of Education.

- Consists of 9 regional sites and a state office
- Serves children who are eligible for Part C
- Aim is to increase the percentage of infants and toddlers with Individual Family Service Plans who demonstrate improved acquisition and use of knowledge and skills by the time they turn 3 or exit the program
- The mission of LEND and CDS Part C are both based on interdisciplinary team work to better serve infants and children with disabilities.

Project Background: State Systemic Improvement Plan (SSIP)

The State Systemic Improvement Plan (SSIP) is a multi-year, three phase plan that describes how Maine will improve outcomes for children with disabilities served under the Individuals with Disabilities Education Act. Areas of improvement include: a). professional development, b) data collection and reporting, c). early intervention and outreach, and d). system support.

- Phase I involved a stakeholders' meeting to analyze current data and infrastructure. From the analysis, the stakeholders developed improvement strategies and a theory of action (see fig. 1).
- Phase II used information gained from Phase I to develop strategies and outputs in a logic model.
- Phase III, the current, evaluation stage involved the development of an evaluation matrix (see fig. 2). This is the first of three years evaluating the SSIP.

Project Outcomes to Date

Five activities were evaluated using the evaluation matrix in this first year. The evaluation matrix analyzes a specific activity with regards to the level of system, sources/tools needed to assess the activity, the methodology, the schedule, the scoring criteria, the data/score, and additional notes to explain the outcomes.

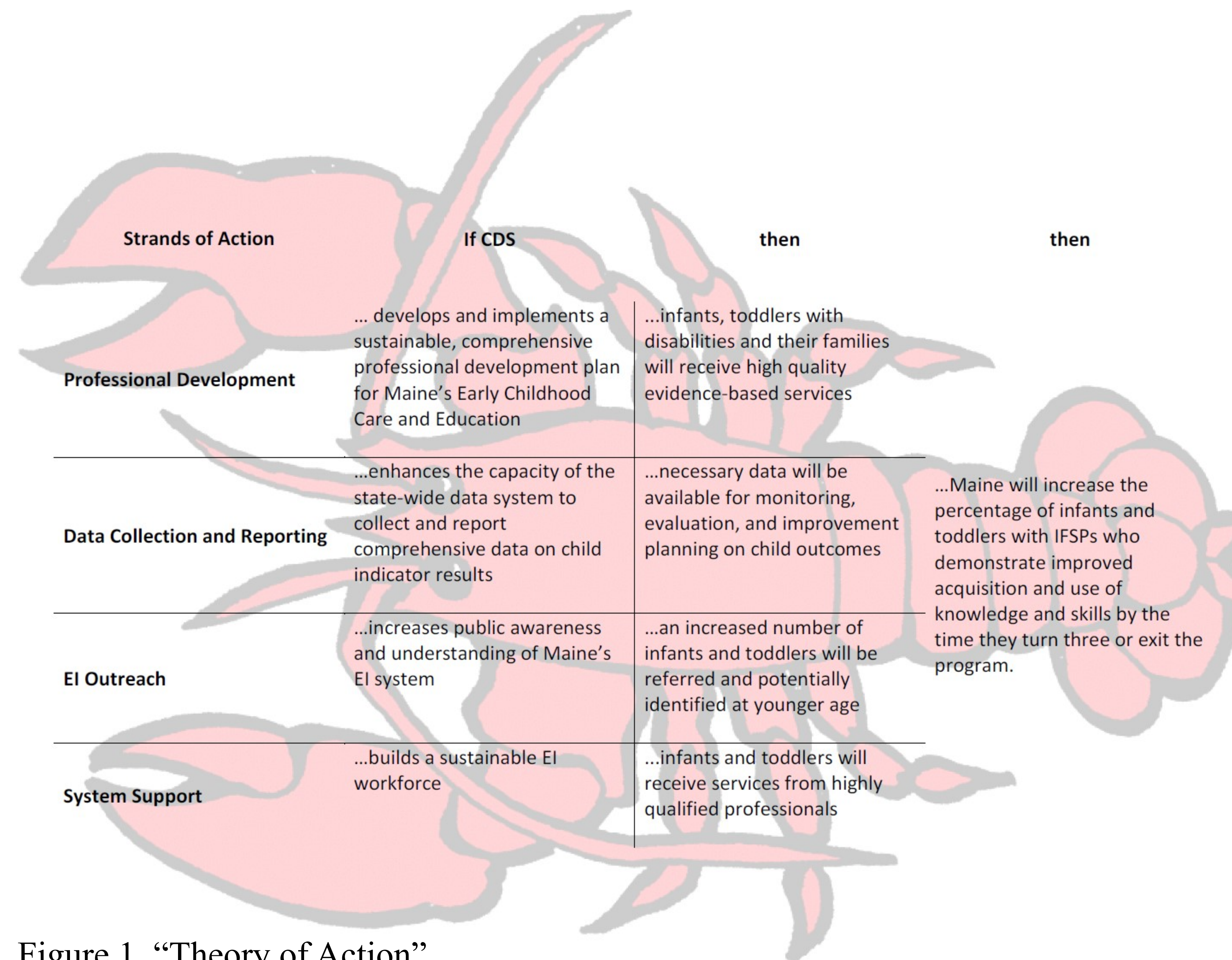


Figure 1. "Theory of Action"

| Maine Part C SSIP Phase III | | | | | Evaluation Matrix | | |
|--|---|---|---|--|---|--|---|
| Broad Improvement Strategy #1: Professional Development | | | | | | | |
| If CDS develops and implements a sustainable, comprehensive professional development plan for Maine's Early Childhood Care and Education then infants and toddlers with disabilities and their families will receive high quality evidence-based services then Maine will increase the percentage of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program. | | | | | | | |
| Evaluation Questions: | | | | | | | |
| 1. What percentage of new staff/ contracted providers received RBEI Training #1 within 30 days of hire/ contract? | | | | | | | |
| 2. What percentage of new staff/ contracted providers received RBEI Training #2 within 30 days of hire/ contract? | | | | | | | |
| 3. What percentage of veteran staff received annual refresher training? | | | | | | | |
| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | |
| SSIP Activity | Level of System | Sources/Tools | Methodology | Schedule | Scoring Criteria | Data/Score | Notes |
| CDS will develop and provide trainings for practitioners and contracted providers that will focus on RBEI including the family ecology, needs assessment, intervention planning, support-based home visiting, and collaborative consultation to child care. | <input checked="" type="checkbox"/> State <input type="checkbox"/> Regional Site <input type="checkbox"/> Provider <input type="checkbox"/> Other: | Training Documentation: Total number of attendees; new staff and new contracted providers. | Data collection Training Warehouse Analysis method: State staff reviews training documentation Parties responsible: EIPM and EITA | Collection: July 1, 2015, ongoing Analysis: Quarterly | Question 1, 2, 3 0= less than 50% 1= 51-75% 2= 76-89% 3= 90-100% | Question 1: Data: 37.5% Date: 9/21/2016 Score: 0 | Date represents trainings that occurred July 2015-June 2016. |
| RBEI Trainings Training #1: ecology, needs assessment, intervention planning Training #2: Support based home visit and collaborative consultation. | | HR documentation Contract Master List Contract Attestation Length of hire/contract date to training. | Data collection Hire Date Spreadsheet Contractor File Information Analysis method: State staff reviews documentation Parties responsible: EIPM and EITA | Collection: July 2015; quarterly Analysis: Quarterly | | Question 2: Data: 88.5% Date: 9/21/2016 Score: 2 | Trainings have currently occurred face to face. Over the course of FFY16 modes of training will be reviewed to ensure that trainings are available for new hires/ contractors in a timely manner. |
| | | | | | | Question 3: Data: 72% Date: 9/21/2016 Score: 1 | Areas of improvement identified to be addressed are the need to have a method to track new contracted providers and the ability to readily access staffs employment status. |

Figure 2. "Evaluation Matrix"

My Role

SSIP Phase III Evaluation Matrix

For my leadership project with LEND, I assisted CDS Part-C to develop and format the evaluation matrix which aided in the evaluation of the logic model. Specific steps included:

- Becoming acquainted with the CDS-Part C staff working on the SSIP.
- Onboarding with CDS-Part C including their mission and overview on work done thus far on the SSIP (e.g., Phase I and II).
- Assessment of supporting data needed based on the Logic Model
- Using a template from the Department of Education, information was then input into the template.
- Analysis of which strategies and outputs were ready for evaluation and were recorded appropriately in the Evaluation Matrix.

Leadership Experience

A leader is someone who follows through with tasks, works well with others, and brings attention to identified areas of need. The process of the SSIP began by involving stakeholders and obtaining their input. This allows for those affected by CDS professionally and/or personally to have their voices heard. Part of being a leader is recognizing that others have an important place in an organizational structure; not only employers and their caseloads. All voices need to be heard.

Leadership Education in Neurodevelopmental Disabilities

This project was a requirement of the New Hampshire-Maine Leadership Education in Neurodevelopmental Disabilities Program (NH-ME LEND). NH-LEND provides long-term, graduate level interdisciplinary training. The purpose of the NH-ME LEND training program is to improve the health of infants, children, and adolescents with disabilities. This is accomplished by preparing trainees from diverse professional disciplines to assume leadership roles in their respective fields and by ensuring high levels of interdisciplinary clinical competence. NH-ME LEND provides a 300-hour training experience based on three core components: a). seminar, b). clinical, and c). leadership. This project is a core component of leadership training.