Systems Level Evaluation Plan for Early ACCESS
Plan updated 12/20/2021
Project periods are Federal Fiscal Years (FFY) 10/1 through 9/30 of each *year*.

System Level	Evaluation Questions	Measures & Formative or Summative	Data Collection Methods	Year 8 2019-2020	Year 9 2020-2021	Year 10 2021-2022
I. Program Recipients Family Participants	L1Q1: How confident and competent do IA-DMM family participants feel about helping their child develop and learn?	*Early Intervention Parenting Self-Efficacy Scale (EIPSES);* Guimond, Wilcox & Lamorey (2008) Summative	Survey online or via mail done not sooner than 9 months from initial entry into IA-DMM By DE	X	X	X
	L1Q2b: Were family members satisfied with this type of intervention? What worked? What barriers? L1Q3: How confident do family participants feel about working with their child throughout the day? Has coaching changed how effective families feel about helping their child?	Family interviews Formative & Summative	For a sample of families in DMM, after the end of the cohort DMM training cycle. By FSU			X

System Level	Evaluation Questions	Measures & Formative or Summative	Data Collection Methods	Year 8 2019-2020	Year 9 2020-2021	Year 10 2021-2022
II. Direct Service Provider Early ACCESS service providers	L2Q5: How does service providers' understanding of FGRBI change based on the information learned in the online FGRBI modules? Shifts in various knowledge, skills, and attitudes/dispositions through PD efforts.	Pre and Post Quiz Formative & Summative	Online survey completed before completing the online modules and after completing the online modules By FSU	X	X	X
	L2Q6a: How do service providers change in their abilities to implement FGRBI? Shifts in various knowledge, skills, and attitudes/dispositions through PD efforts.	FGRBI Key Indicators Formative & Summative	IA-DMM session summary form By FSU	X	X	X
	L2Q6.1 Are the internal coaches moving along the coaching progression?	Tracking form Summative	Spreadsheet By FSU	X	X	X

System Level	Evaluation Questions	Measures & Formative or Summative	Data Collection Methods	Year 8 2019-2020	Year 9 2020-2021	Year 10 2021-2022
III. Implementing Agency Regional Implementation Teams for each AEA and DMPS	L3Q13: How did systems change to accommodate this initiative? L3Q14: What are the barriers that impact agencies/service providers in supporting this model; what policies might impact usage of this model?	Written updates (Ask Admin or providers: Have you changed requirements for PD release time, added $ for contracts? Focus group with Admin or conversations.) Formative	Liaisons write at least quarterly updates to report on systems change and barriers By DE	X	X	X

System Level	Evaluation Questions	Measures & Formative or Summative	Data Collection Methods	Year 8 2019-2020	Year 9 2020-2021	Year 10 2021-2022
IV. State State Implementation Team	L4Q18a: How did systems change to accommodate this initiative? ● Governance (GV) ● Personnel/workforce (PN) ● Other components	ECTA Self-Assessments Formative (others had summative. Will also use the same self-assessment annual scores to inform and plan for the next years' work.)	Excel self-assessment forms collected annually for GV, PN By DE, IDPH, DHS, CHSC			X
	L4Q18b: How did systems change to accommodate this initiative? ● Governance ● Personnel/workforce ● Other components	Written update Summative	State work team members write an annual update to report on systems change and barriers By DE, IDPH, DHS, CHSC			X
	L4Q20: How are state IHEs impacted by this initiative?	Interviews Summative	Phone interviews with colleges and universities with pre-service programs that prepare students to be work in the field of early intervention By DE			X

References

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