

Systems Level Evaluation Plan for Early ACCESS

Plan updated 1/11/2024

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 11 2022-2023	Year 12 2023-2024	Year 13 2024-2025
I. Program Recipients Family Participants	Q1: How confident and competent do families feel about helping their child develop and learn?	<i>Early Intervention Parenting Self-Efficacy Scale (EIPSES)</i> ; Guimond, Wilcox & Lamorey (2008) Summative	Survey online or via mail to a sample of families. By DE	X	X	X
	Q2: Were family members satisfied with this type of intervention? What worked? What barriers? Q3: How confident do families 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. By Vendor			X

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II. Direct Service Provider Early ACCESS service providers	Q4: 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 Vendor	X	X	X
	Q5: 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	FGRBI session summary form. By Iowa Coaches	X		
	Q6: How do service providers sustain their implementation fidelity of FGRBI?	FGRBI Key Indicators Formative & Summative	FGRBI session summary form used with a random selection of trained providers from every agency. By Vendor	X	X	X
	Q7.1 Are the internal coaches moving along the coaching progression?	Coaching Logs Summative	Spreadsheet By Iowa	X	X	X

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III. Implementing Agency Regional Implementation Teams for each AEA and DMPS	Q8: How did systems change to accommodate this initiative? Q9: 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 11 2022-2023	Year 12 2023-2024	Year 13 2024-2025
IV. State State Implementation Team	Q10: How did systems change to accommodate this initiative? <ul style="list-style-type: none"> ● 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 every other year for GV, PN. By DE, IDHH, CHSC	x		x
	Q11: How did systems change to accommodate this initiative? <ul style="list-style-type: none"> ● 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, IDHH, CHSC	x	x	x
	Q12: How are state IHEs impacted by this initiative?	Interviews Summative	Phone interviews with colleges and universities with pre-service programs that prepare students to do work in the field of early intervention. By DE		x	

References

- Frey, B., Lohmeier, J.H., Lee, S.W. & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation*, 27(3). 383-392
- Guimond, A.B., Wilcox, M.J. & Lamorey, S.G. (2008) The Early Intervention Parenting Self-Efficacy Scale (EIPSES). *Journal of Early Intervention*, 30(4), 295-320
- Preskill, H. & Torres, R. T. (1999). *Evaluative Inquiry for Learning in Organizations*. Thousand Oaks, CA: Sage.