



the  
earlier  
you know,  
the  
better  
they'll grow.

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# Global Child Outcomes Integration Pilot

## Evaluation Plan

April 2014

## Background

Since 2006, the NC Infant-Toddler Program (ITP) has been collecting and reporting data related to the three global child outcomes. The child outcomes measure how children in the program are:

1. **Gaining positive social emotional skills, including social relationships.** *This outcome measures how children interact and play with their family, other adults, and other children.*
2. **Learning and using new knowledge and skills.** *This outcome measures how children learn and use basic language and communication skills, such as counting and problem-solving, that will prepare them to be successful in kindergarten.*
3. **Using appropriate behaviors to meet their needs.** *This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.*

As part of this effort, local programs (CDSAs) have received training and technical assistance on how to rate progress on the outcomes and enter their data into the system so that it can be used for required statewide reporting.

In 2011, a workgroup was developed to discuss how the child outcome rating process can become more integrated with the entire IFSP process. A few states were already implementing an integrated process, and national early childhood technical assistance contacts were encouraging other states to do the same. The workgroup recommended that the NC ITP move toward a more integrated process, beginning with a pilot implementation. This recommendation was approved, and implementation exploration continued using an Implementation Science framework.



### Implementation Science

The Implementation Science information available on the National Implementation Research Network (NIRN) website provided the framework for planning for the project implementation.



### Integration Learning Community

The Outcomes Integration Learning Community hosted by ECTA Center and ECO Center continues to be a great resource for consulting and exchanging ideas and tools among states who are implementing global outcomes integration.



### INTENSIVE TECHNICAL ASSISTANCE

For more information on intensive TA, review the State Implementation & Scaling Up of Evidence-Based Practices website

<http://sisep.fpg.unc.edu/>

## Pilot CDSA Implementation Teams

As the NC ITP moved through the exploration and installation phases of implementation, the pilot CDSAs were identified. Those CDSAs then worked to assemble CDSA Implementation Teams at each site, consisting of CDSA staff and supported by the NC ITP Statewide Planning & TA Team Leader, who continues to provide intensive TA to each implementation

team. After an orientation session, the implementation teams began work on assessing their current practice and identifying opportunities for integrating child outcomes rating and tracking within their current process. The team also explored resources available and identified tools that would be helpful for implementation. They also identified current CDSA tools and guidance that could be revised to support implementation. Communication and training/support plans were developed, and the implementation teams led the rest of the staff at their CDSAs to implementation in February 2014.

## Taking Child Outcomes Rating to the Next Level

The NC ITP sees this implementation as a way to build on the local programs' already strong process of global child outcomes rating and reporting. By increasing opportunities to involve families and direct service providers in the child outcomes observation, tracking and rating process, the program hopes to increase the likelihood that children in the program will successfully participate and function in home, classroom and community settings and empower parents in the program to understand their child's functioning related to same age peers and know how to communicate their child's needs and progress. By consistently assuring that entry and exit rating is a

team process, including the parent, and by using tools to increase inter-rater reliability, the CDSAs will increase the quality of the rating. Throughout the process, child outcomes rating and tracking become more than just reporting activities; they become opportunities to educate, empower and encourage parents to take an active role in helping their child to successfully participate across settings and situations during their time in the program and beyond.

In October 2013, the CDSA Implementation Teams identified the benefits of integrating the global child outcomes with the IFSP process. A logic model was also developed to describe the plan for implementing this project.

The ongoing Implementation Team planning meetings, staff team meetings, and supervision with staff provide opportunities for

communication and feedback loops as implementation progresses. As the CDSAs drill down on focus areas and share experiences with implementation, evaluation questions have surfaced leading to the implementation evaluation plan shown after the logic model.



# Benefits of Integrating Child Outcomes with IFSP Process

## Families

Understanding how child is functioning compared to age expectations

Gaining confidence in ability to observe child & share observations with others

Learning to track and celebrate progress

Being active in IFSP discussions and development of IFSP outcomes

## Local Program Staff

Relating evaluation and assessment results to child outcomes and discussing as a team, including the parent/caregiver

Keeping focus on how child functions during everyday situations and routines

Improving inter-rater reliability

## Intervention Providers

Planning interventions to impact child outcomes

Discussing with family how observations and interventions relate to child outcomes

Discussing progress within the context of child outcomes and how child is functioning compared to age expectations

## Statewide Program

Helping local programs use child outcome data to inform local decisions about practice, including improvement planning

Providing families and other stakeholders information about statewide child outcomes data and how it is used to inform statewide planning

## Global Child Outcomes Integration Pilot Logic Model





## Global Child Outcomes Integration Pilot Implementation Evaluation Plan

April 2014

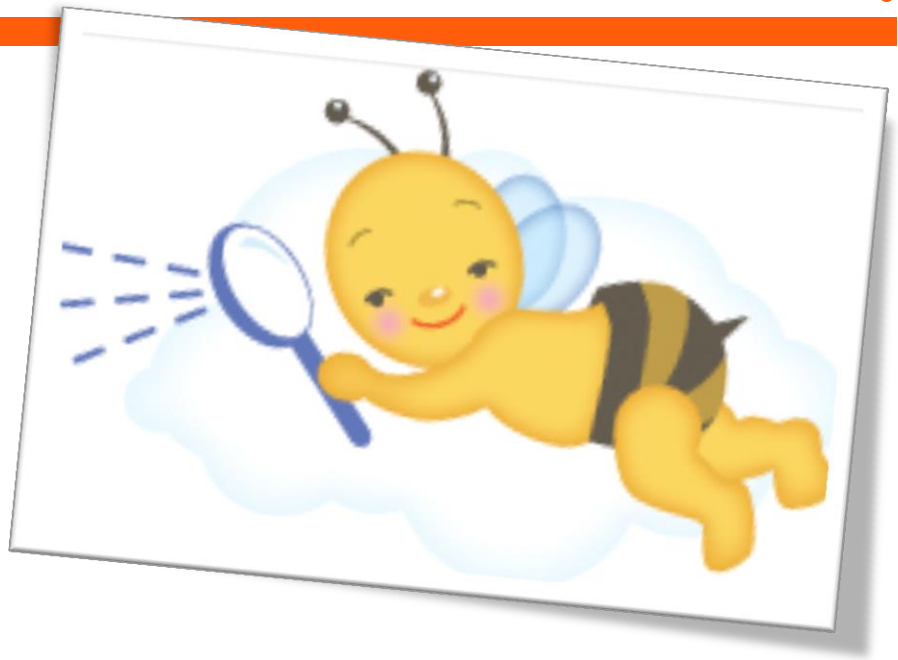
Evaluation Focus Area	Questions	Indicators	Use	TA Needed
<b>Activities</b>	Did staff receive sufficient background information about global child outcomes before implementation?	Staff Survey/ Interview	Implementation Planning  Staff Training	<b>Statewide Planning and TA Team Leader</b>
	Did staff receive sufficient guidance and support before implementation?	Staff Survey/ Interview	Implementation Planning  Staff Training	
	Which information and TA/ team activities were helpful for implementation?	Staff Survey/ Interview	Implementation Planning  Staff Training	<b>CDSA Implementation Team</b>
	Which information and TA/ team activities would have been helpful to complete before implementation?	Staff Survey/ Interview	Implementation Planning  Staff Training	

Evaluation Focus Area	Questions	Indicators	Use	TA Needed
<b>Outputs</b>	Were the outputs/products helpful for implementation?	Staff Survey	Implementation Planning Staff Training	<b>Statewide Planning and TA Team Leader</b>
	Which outputs/products were helpful?	Staff Survey/ Interview	Implementation Planning	
	What additional outputs/products would be helpful as you implement?	Staff Survey/ Interview	Implementation Planning Staff Training	
	Are we using the products as planned? Why/Why not?	Staff Survey/ Interview	Implementation Planning Staff Training	
<b>Short-Term Outcomes</b>	Are staff discussing global outcomes with families?	Record Review (IFSP/Progress notes)	Quality Assurance	<b>CDSA Implementation Team</b>
	Are entry ratings determined by a team?	Record Review (IFSP/Progress notes)	Quality Assurance	
	Are entry ratings determined using input from the parent?	Record Review (IFSP/Progress notes)	Quality Assurance	
	Does the justification information address the corresponding child outcome category?	Record Review (IFSP/Progress notes)		

Evaluation Focus Area	Questions	Indicators	Use	TA Needed
	Does the justification information support the entry rating?	Record Review (IFSP/Progress notes)		
	Does the justification information across all three child outcome categories include child's level of functioning in all five developmental domains?	Record Review (IFSP/Progress notes)		
	When should providers be expected to actively participate? Why?	Staff Survey/ Interview	Implementation Planning Provider Training	

# Purpose of Evaluation

A formative evaluation was chosen since active implementation began just recently, in February 2014. The purpose of this evaluation is to determine how global child outcomes integration has been implemented thus far, which supports have been helpful to this point, and which additional supports are necessary. The Statewide Planning and Technical Assistance Team Leader and NC Part C Coordinator will use the information from this formative implementation evaluation to inform planning for expansion of the implementation to additional local programs (CDSAs) across the state. Additionally, the Statewide Planning and Technical Assistance Team Leader and CDSA Implementation Teams will use the evaluation findings to determine which supports and technical assistance activities contribute to the success of the implementation thus far and which additional supports and technical assistance are necessary as implementation continues. The evaluation results will also help to determine if any improvements are needed in how staff are implementing and documenting global child outcomes integration.



## EVALUATION PLANNING

Formative evaluation(s) will provide information for implementation improvement and identify effective supports for expanding global child outcomes integration to other programs in the state. A summative evaluation plan will be developed in January 2015 to assess the quality and impact of the implemented project.

# Timeline



Focus Groups from the local program pilot sites will be held in April 2014 using a standardized open-ended interview. The information from the focus groups will be analyzed and summarized into the ***Early Implementers Assessment/Planning Tool*** (Attachments A-D).

Surveys and record reviews will be completed and analyzed in May 2014. The survey will be accessed via a web link by staff who are involved in the implementation. Records selected for reviews will be those records representing children who entered the NC ITP after the global child outcomes integration implementation began in February 2014. Survey questions and the record review tool can be found in the attachments that follow (Attachments E and F).

The results will be analyzed and provided to the pilot CDSAs, NC ITP Quality Improvement Unit, and NC Part C Coordinator and Early Intervention Branch Head in June 2014.



# Attachments

The attachments include content for focus groups, surveys, and record review. For more information, please contact Statewide Planning and Technical Assistance Team Leader, Sherri Williams, at 919-707-5529.



## Early Implementers Assessment/Planning Tool

**April 2014**

For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs. The IFSP team, which includes the family, uses the information about a child's present level of development, the family's concerns, resources and priorities, and the family's daily routines to understand the child's individual progress in relation to him/herself and to same age peers. This information supports the development of meaningful outcomes for the child and family.

**Directions:** As early implementers, your participation and feedback will be instrumental in identifying the supports necessary for a successful statewide implementation and ongoing implementation at your CDSA. Use the table below to summarize the information gathered during focus groups using discussion questions.

	Current Status	Successes	Most Helpful Tools & TA So Far	Challenges	Needs?(Yes/No) If yes, please specify
Identification and Referral					
Intake/Family Assessment					
Eligibility Evaluation					

	Current Status	Successes	Most Helpful Tools & TA So Far	Challenges	Needs?(Yes/No) If yes, please specify
Functional Assessment					
IFSP Development					
Service Delivery/ Intervention					
IFSP Reviews					
Transition Planning/Exit					

# GLOBAL CHILD OUTCOMES INTEGRATION

## FOCUS GROUP DISCUSSION QUESTIONS

### (INTAKE SERVICE COORDINATORS)

1. What is working well when explaining global child outcomes during the intake interview? Are there any challenges with preparing families for the global child outcomes discussion during your intake interview? If so, what issues are you having?

2. Do families understand what is going to happen during the global outcomes discussion at the eligibility evaluation? How do you know? Is there anything that we need to change in order to help families better understand global outcomes?

3. What has been helpful so far when completing IFSP Section II (Family Assessment)? Are you having any challenges with the IFSP Section II write up? If so, what additional information and supports do you need?

4. Additional Comments

# GLOBAL CHILD OUTCOMES INTEGRATION FOCUS GROUP DISCUSSION QUESTIONS (EARLY INTERVENTION SPECIALISTS/ EVALUATORS)

1. Are the talking points helpful when facilitating the eligibility evaluation and flow of the eligibility evaluation and global child outcomes discussion? At what point does the GO discussion work best within the evaluation? What other information and supports do you need?
2. Is it your experience that the process for determining the global child outcomes descriptor (rating) is a team decision between EISC, evaluators, and parent? If yes, what are you doing help ensure it is a team decision? If not, what additional information and supports do you need in order to facilitate a team decision?
3. What information from EISCs is most helpful when completing the global child outcomes information and ratings?
4. How is the process for non-eligible families working? (Section II & III versus Developmental Profile)
5. Additional Comments



# GLOBAL CHILD OUTCOMES INTEGRATION FOCUS

## GROUP DISCUSSION QUESTIONS

(SERVICE COORDINATORS)

1. Are the talking points helpful when facilitating the eligibility evaluation and flow of the eligibility evaluation and global child outcomes discussion? If not, what needs to be changed? What other information and supports do you need?
2. Is it your experience that the process for determining the global child outcomes descriptor (rating) is a team decision between EISC, evaluators, and parent? If yes, what are you doing help ensure it is a team decision? If not, what additional information and supports do you need in order to facilitate a team decision?
3. Do you feel comfortable discussing IFSP Section III (eligibility evaluation and child assessment information) and the global child outcomes descriptors (ratings) when you begin IFSP development? If yes, what is working well? If not, what additional information and supports do you need?
4. Additional Comments

**Questions for Online Survey**  
**May 2014**

1. Please indicate your role in the Global Child Outcomes Integration pilot:
  - a. Intake Service Coordinator
  - b. EI Specialist/Evaluator
  - c. Service Coordinator
  - d. Other (Please specify)
2. Reflect on the meetings, trainings, etc. in which you were involved before beginning implementation that were designed to give you **background information** about global child outcomes integration. Did you receive enough **background information** about global child outcomes and integration?
  - a. Yes
  - b. No (Please indicate additional information needed)
3. Reflect on the trainings, technical assistance and other support provided to prepare you for implementation. Please check the activities that were helpful in preparing you to begin implementation. Check all that apply.
  - a. Exercises at team meetings
  - b. Videos
  - c. Lunch(Brunch)-N-Learn sessions
  - d. Samples of evaluation and assessment reports organized by the 3 global child outcomes
  - e. Samples of IFSP Sections II and III organized by/including global child outcomes
  - f. Decision Tree
  - g. Guide to Documenting Global Outcomes Ratings
  - h. Talking Points for staff
  - i. Handout(s) for families
  - j. Developmental milestones arranged by global child outcomes
4. Did you receive enough training, technical assistance and support to **begin** implementation?
  - a. Yes
  - b. No (Please specify additional training, technical assistance, and support needed in order to **begin** implementation)
5. Are you using the tools, handouts, and other products as originally planned?
  - a. Yes
  - b. No (Specify why not)
6. Please specify any additional training, tools, handouts, and other products that will be helpful as you **continue to** implement global child outcomes integration.
7. When do you think providers need to be actively involved in providing information for rating and tracking progress on global child outcomes?
  - a. As soon as possible
  - b. Wait until CDSA staff have a chance to talk to **all** families in the program about global child outcomes
  - c. Wait until next year (Please explain why)

## NC Infant-Toddler Program Child Record Review Tool

## Section 4: Eligibility Determination and Evaluation

Topic Area	Question	Yes	No	N/A	Guidance for Record Reviewer	Reviewer Comments
<b>Child Outcomes</b>						
<b>Child Outcomes</b>	4.22 Has the "Summary of Child's Functioning Related to Global Developmental Outcomes: Entry Evaluation/Assessment" (Section III of the IFSP) been fully completed on a child who has been made eligible for the program, with ratings in all three areas?				Utilize the COSF Form until the outcomes are integrated into the IFSP. When that is in effect, the following guidance applies: the "Summary of Child's Functioning Related to Global Developmental Outcomes: Entry Evaluation/ Assessment - IFSP Section III" is completed at enrollment. The three global outcomes are assessed when a child enrolls in the ITP in order to summarize how a child is using skills across developmental areas and functionally participating across settings and situations. A rating should be included for each global outcome area.	
	4.23 Does the summary form (IFSP Section III) support the rating decisions?.				Review the "How I Use My Skills & Behaviors in Every Day Activities" section of form for justification of ratings.	
	4.24 Does the record reflect that staff are discussing global child outcomes with families?				Review the IFSP (Sections II & III), protocols (if applicable), and service notes to find documentation to support that the global child outcomes were discussed with families.	Added to evaluate pilot project
	4.25 Does the record reflect entry ratings that were determined using input from a team (more than one person)?				Review the IFSP (Sections II & III) to determine if information contained within the sections, provided by multiple people, was used to determine the rating. Service notes from evaluations and assessments may also reflect this information.	Added to evaluate pilot project
	4.26 Does the record reflect that information obtained from families informed the entry rating?				Review the IFSP (Sections II & III) to determine if the information from families was used to determine the rating. Service notes from evaluations and assessments may also reflect this information.	Added to evaluate pilot project
	4.27 Does the justification information for each child outcome category in IFSP Section III appropriately address the corresponding child outcome category?				Review the information for each global child outcome in IFSP Section III to determine if the information justifies the rating.	Added to evaluate pilot project
	4.28 Does the information within the child outcome categories in IFSP Section III identify child's level of functioning in all five developmental domains (cognitive, motor, communication, social or emotional development, and adaptive)?				Review the information provided for all three global child outcomes in IFSP Section II to determine if all domains are covered.	Added to evaluate pilot project