

Strategies/activities	Outputs	Outcomes	Evaluation questions
A. Build the knowledge and skills of EI providers to conduct the SE assessment by: 1. Developing and providing PD for staff and supervisors to support the SE assessment process	# of people attending training # and types training # and types of resources	Short-term <ul style="list-style-type: none"> Providers gain knowledge about how to conduct the SE assessment(s), how to identify SE concerns, and how to integrate assessment results into IFSP outcomes Intermediate <ul style="list-style-type: none"> Providers implement the SE assessment, identify SE concerns, and integrate assessment results into IFSP Outcomes Providers educate families about social emotional development and early relational health Providers implement the SE assessment, identify SE concerns, and integrate assessment results into IFSP Child and Family Outcomes Long Term <ul style="list-style-type: none"> Parents understand their child's social emotional development and early relational health All providers routinely utilize SE assessment tool(s) 	A1. A2. Did the participants in training gain knowledge regarding SE assessments? (Knowledge and/or satisfaction data obtained through survey instrument, reviewed ongoing) (LB) A1 A2. Are providers discussing social emotional development and early relational health with families (Obtained by survey, reviewed yearly) (LB) A1 A2 Are Providers identifying SE concerns and developing outcomes based on those concerns? Are SE outcomes increasing? (Obtained through general supervision; reviewed yearly) (LB) A1. A2. Is the percentage of children evaluated by the SE assessment tool(s) increasing in the data system? (Obtained through the data system, reviewed yearly) (CR) A1 A2. Do families feel more confident and competent in their skills to enhance their child's development? (Obtained through annual Family Outcomes survey) (DN/CR)

RI Early Intervention State Systemic Improvement Plan Plan for Evaluation

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B. Build knowledge and skills of EI Providers to support children's SE skills	# of and types of training # of people attending training	Short-term	
		<ul style="list-style-type: none"> • Providers gain foundational knowledge of SE development 	B2. Did the participants in each of the training sessions on SE development gain knowledge (Knowledge and/or satisfaction data obtained through post training survey instruments) (LB)
		<ul style="list-style-type: none"> • Providers gain knowledge of Infant Early Childhood Mental Health (IECMH) Principles and Reflective Practices in EI 	B2. Do survey instruments of participants show progress in knowledge and skills in core IEMH principles (Conducted regularly throughout project) (LB)
		Intermediate	
		<ul style="list-style-type: none"> • Supervisors utilize reflective supervision with their EI service providers 	B2 Are supervisors utilizing reflective supervision with staff. (Obtained through review of annual survey) (LB)
		<ul style="list-style-type: none"> • Providers utilize reflective practice with families 	B2. Are providers utilizing reflective practice with families? (Obtained through review of annual survey) (LB)
		<ul style="list-style-type: none"> • Providers identify social emotional concerns and coach families regarding these concerns. 	B2.B3 Are Providers identifying SE concerns and developing outcomes based on those concerns? Are the number of SE outcomes increasing? (Obtained through general supervision; reviewed annually) (LB)
		<ul style="list-style-type: none"> • Families implement strategies in daily routines and activities that enhance their child's development including SE development 	
		Long-term	
		<ul style="list-style-type: none"> • Families increase their competence and confidence to support their child's development (including SE development) 	B1. B2 Do families feel more confident and competent in their skills to enhance their child's development? (Obtained through review of annual RIPIN Family Outcomes Survey (DN/CR)
		<ul style="list-style-type: none"> • Children demonstrate increased skills in all outcome areas, including social emotional skills 	