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

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, methodology, the schedule, the scoring criteria, the data/score, and additional notes to explain the outcomes.

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.

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.

Figure 1. “Theory of Action”

Figure 2. “Evaluation Matrix”