Appendix III: NH Logic Model

iSocial Evaluation Framework

SIMR (State-Identified Measurable Result)—Preschool children with disabilities in the identified subset of districts will substantially increase their rate of growth in the area of improved positive social-emotional skills (including social relationships) by the time they turn six years of age or exit the program.

**Purpose**—The purpose of the iSocial Evaluation is to assess the capacity of the state and local infrastructure to promote and sustain positive social emotional skills (including social relationships) for preschool children with disabilities.

**Broad Evaluation Focus—**Systems and Infrastructure at both State and District Level

- Are changes in practice leading to improvements in the rate of growth in the area of positive social emotional skills (including social relationships) for preschool children with disabilities?
- How are the systems and infrastructure interacting and supporting change at the practice level?
- Are structures in place to adapt and sustain changes in infrastructure as a result of a continuous improvement cycle?

**Related Evaluation Questions:**

- Are the infrastructure elements created at the state and district level *sufficient* to support implementation fidelity of evidence based practice? (formative)
- How do state and local infrastructure *interact* to support fidelity implementation? (formative)
- To what extent is fidelity implementation of evidence based practice resulting in increased positive social emotional skills (including social relationships)? (summative)
- Are we meeting our SIMR? (summative)
Appendix III: NH Logic Model

iSocial Logic Model

**Inputs**
- Distinguished Early Childhood Special Educator
- National resources & TA
- IDC; ECTA
- Data Systems
  - NH SEIS
  - Msee
  - SLDS/Data Warehouse
  - POMS
  - Local
- NH BOLD initiatives, Safe Schools/Healthy Students, SEE Change, and other state initiatives
- TA System (PTAN, Race2K, POMS Consultant)
  - Release time for PD/TA and meetings
  - District PD Master plans

**Strategies/Activities**
- At the state level: Build statewide infrastructure in the following areas:
  - Governance, Fiscal, Quality Standards, Data and Evaluation, and Professional Development, Technical Assistance and Guidance
  - These infrastructure-building activities will include:
    - State Leadership Team
    - District liaisons
    - Data system coordination
    - Conducting and supporting continuous quality improvement and support for infrastructure change
    - Connecting and leveraging statewide initiatives
    - Leveraging and promoting/expanding existing PD and TA resources to provide coordinated support aligned to identified district needs and strategies
- Establishing District Leadership Teams
- Districts creating District action plans (with an emphasis on continuous quality improvement), relating to the implementation of identified strategies and evidence-based practices and to building infrastructure to support practice

**Outputs**
- At the state level: Statewide data map
- At the state and district level: Meetings/Coordinated training calendar
- Local administrators understand the factors that impact social-emotional outcomes for preschool children with disabilities and the cost-benefit of quality early childhood supports and services
- State establishes a cadre of coaches to support implementation of evidence-based practices
- Staff working with preschool children are trained in evidence-based practices
- Promotion of fidelity standards and measures for evidence-based practices
- Opportunities for families to be systemically engaged in activities supporting their children’s social emotional development

**Short-Term**
- At the state level: State data systems articulate key data points
- Reports accessible to state-level and district personnel
- Local administrators implement evidence-based practices
- State and district governance, procedures, and fiscal support to promote social emotional outcomes
- Increased knowledge and skills of staff working with preschool children
- Improved knowledge and skills of staff to engage families in supporting improved social emotional outcomes for their children

**Intermediate**
- At the state level: Alignment across preschool special education and related initiatives to promote activities that increase the likelihood of improving social-emotional outcomes for preschool children with disabilities
- Mechanisms for ongoing training and support regarding POMS and the implementation of evidence-based practices
- District governance, procedures, and fiscal support to promote social emotional outcomes
- Increased knowledge and skills of staff to engage families in supporting improved social emotional outcomes for their children

**Long-Term**
- Sustainability of state- and district-level infrastructure to support practice
- Shift in practitioner practice and implementation of evidence-based practice with fidelity
- Families are more systemically engaged in supporting improved social emotional outcomes for their children
- Increased rate of growth in the area of improved positive social emotional skills (including social relationships)

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