

**Infrastructure: Outcomes, New Questions, Performance Measures, and Original Questions**

Outcome	New Question	Supporting Data	Original Question(s)
<b>Governance, Leadership, &amp; Alignment</b>			
Output 4 - Local administrators understand the factors that impact S-E outcomes for preschool children with disabilities and the cost-benefit of quality EC supports & services	Do leaders understand and make the case/need for S-E learning among preschoolers with disabilities?	District Action Plans State Communication Protocols District Leadership Team Survey	Do leaders understand the case/need for S-E learning among preschoolers with disabilities?
ST 5- District governance, procedures, and fiscal support to promote social emotional outcomes	How well do district governance, procedures, and fiscal structures support iSocial?	District Leadership Team Surveys Program-Wide Benchmarks of Quality	Are there supports (leadership structures/teams and levels of engagement, fiscal resources, procedures, etc.) that create an environment in which promotion of social emotional outcomes can flourish? [district]
Output 3 - State/district meetings, coordinated training, alignment	How well coordinated and aligned are State/District infrastructures and efforts?	State Action Plans/Progress reporting District Action Plans/Progress reporting District Leadership Team Meeting Notes District Leadership Team Survey Participant Training Surveys State Leadership Team Survey	To what degree are SSIP activities integrated into existing state and district-level calendars of trainings and initiatives? Are/where is there content/format duplication or gaps across initiatives and between state and district training? Are there patterns of goals, themes, and needs identified in district action plans? What are the implications for the state action plan? What mechanisms for coordination exist? [state] What does coordination look like across PS special education initiatives? [state] Are stakeholders informed and provide opportunities for input across multiple initiatives or regarding the alignment of initiatives? [state and district] Are stakeholders informed and provide opportunities for input across multiple initiatives or regarding the alignment of initiatives? [state and district] Are the coordinated efforts among the initiatives meeting the needs of districts/practitioners? [state] To what extent are trainings and TA complementary between the state and district level? How are the systems and infrastructure interacting and supporting change at the practice level?
ST 3- State: Alignment across preschool special education and related initiatives			
IT 1- District: Alignment across preschool special education and related initiatives			
IT 3- State and local infrastructures are complimentary			

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
			<p>Where are leadership teams experiencing success, challenges, and what support is needed across teams that can be approached jointly?</p> <p>Are communication protocols developed for identifying barriers and adaptive challenges and problem solving at each level?</p> <p>What methods of communication exist for local and state leadership teams to be informed of each’s initiatives, needs, resources, and efforts?</p>
<p>LT 1 Sustainability of state- and district-level infrastructure to support practice.</p>	<p>To what degree are the necessary state and district infrastructures embedded into policy and infrastructure?</p>	<p>Program-Wide Benchmarks of Quality (BOQ)                      District Infrastructure Tool                      Stages of Implementation Checklist                      POMS Data Integrity Analysis</p>	<p>To what extent do elements of the action plans/leadership ensure that the full model of support continues with fidelity through the life of implementation? (“persistence”)</p> <p>Have there been changes to governance, practices and procedures? What are the identified causes? [district]</p>
<b>Personnel &amp; Workforce</b>			
<p>Output 3 - State/district meetings, coordinated training, alignment</p>	<p>What do training, coaching, and TA look like?</p>	<p>State Action Plan/Progress reporting                      District Action Plans/Progress reporting                      District Leadership Team meeting notes                      Participant Training Surveys                      State Leadership Team Survey                      Consultant Contracts                      Coaching logs</p>	<p>Is there a coordinated system to provide TA?                      What is the balance between training capacity and need?                      How much staff time is spent on training and TA activities?                      Are the coaching resources meeting practitioner needs (incl. system capacity)?                      Are the coaches adequately prepared for the task? (credential/background)                      Are the coaches adequately prepared for the task (perceptions)?                      Are staff sufficiently trained in EBPs?                      How are fidelity standards being communicated and/or promoted?</p>
<p>Output 5- State establishes a cadre of coaches to support EBPs</p>			
<p>Output 6- Staff trained in EBPs</p>			
<p>Output 7- Promotion of fidelity standards/measures for EBPs</p>			
<p>ST 4- State: Mechanisms for POMS &amp; EBP training &amp; support</p>	<p>Is training, coaching, &amp; TA sufficient to support high quality practice?</p>	<p>State Action Plan and Progress Reporting                      Coaching Logs                      POMS TA Records                      POMS Data Integrity Analysis Practitioner surveys of coaching                      TPOT data</p>	<p>Are there sufficient trainings to meet the need? (consider frequency, content, format, and audience)                      Do ongoing training and supports meet varying district and practitioner needs? (incl. capacity, accessibility, practitioner levels, implementation stage, action plans)                      Are ongoing training and support effective at achieving and maintaining fidelity of data collection and/or quality and consistent data?</p>

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
LT 1- Sustainability of state- and district-level infrastructure to support practice.	How will sufficient training, coaching, and TA be sustained?	Program-Wide Benchmarks of Quality (BOQ) District Infrastructure Tool Stages of Implementation Checklist POMS Data Integrity Analysis	Are the infrastructure elements created at the state and district level sufficient to support implementation fidelity of evidence based practice?
<b>Data</b>			
Output 1 Data map is created Output 2 - Data system modifications are proposed	What initial data system improvements are needed to support iSocial?	State-level databases Statewide data map System modification documentation	What additional data, tools, or reporting functionality is needed to support practice? How can we leverage existing systems to support data-based decision making
Output 7- Promotion of fidelity standards and measures for evidence-based practices.	How are fidelity data used?	Coaching Logs District Leadership Team Meeting Notes Participant Training Survey	How are fidelity assessments being used? How is data regarding fidelity being used to inform decision making?
ST 1- State data systems articulate key data points.	What data system improvements are needed to support iSocial?	State-level databases Statewide data map	How can existing systems be leveraged to streamline data collection, minimize data burden, and enhance existing capacity? Where can systems share data to facilitate data analysis?
ST 2- Reports accessible to state-level and district personnel	What data system improvements are needed to support iSocial?	Data Use survey	Do data systems provide timely access to relevant data in comprehensible ways? To whom? How does data access and availability impact practice? Are the data and reports available to the state and districts sufficient and appropriate to inform decision making? Do state and district teams have the capacity to interpret and utilize data in a timely manner?
ST 4- State: Mechanisms for ongoing training and support regarding POMS and EBPs IT 2- District: Mechanisms for ongoing training and support regarding POMS and EBPs	How well are state and district training and support mechanisms promoting high quality POMS data collection?	State Action Plan and Progress Reporting Coaching Logs POMS TA Records POMS Data Integrity Analysis	Are ongoing training and support effective at achieving and maintaining fidelity of data collection and/or quality and consistent data? How can we leverage existing systems to strengthen and reinforce data integrity?

Appendix VII NH iSocial Analysis Framework

Outcome	New Question	Supporting Data	Original Question(s)
<p>LT 1- Sustainability of state- and district-level infrastructure to support practice.</p>	<p>What is in place to sustain use of data to support decision making and quality improvement?</p>	<p>Program-Wide Benchmarks of Quality (BOQ)                      District Infrastructure Tool Stages of Implementation Checklist                      POMS Data Integrity Analysis</p>	<p>Are structures in place to adapt and sustain changes in infrastructure as a result of a continuous improvement cycle?</p>

**Practice: Outcomes, New Questions, Performance Measures, and Original Questions**

Outcome	Question	Supporting Data	Original Question(s)
<b>Family Engagement</b>			
Output 8- Creation of family engagement opportunities	What does family engagement look like?	District Action Plans Program-Wide Benchmarks of Quality (BOQ) State Action Plan	What engagement opportunities are available to families? What are the state, districts, schools, and/or practitioners doing to promote and support family engagement re: social emotional growth?
ST 7 - Improved staff family engagement knowledge and skills	How have family engagement knowledge and efforts changed?	Family Engagement Survey Score on family-engagement related TPOT items	How has increased staff knowledge impacted interactions with parents/families? Are staff implementing family engagement strategies with fidelity? Do families report that the school/practitioner informs or supports their family and child with their child’s social emotional development? Are families’ needs for information and support around their child’s social emotional development being met through this process? (incl. do they understand?)
IT 5- Families are more systemically engaged in supporting improved social emotional outcomes for their children	How has family engagement changed?	Family Engagement Survey	How are families engaging with districts, schools, and classrooms to support social emotional growth? Has family engagement changed over time? Are families’ needs for information and support around their child’s social emotional development being met? How are families systemically included in supporting improved social emotional outcomes for their children
<b>Practice/Instruction</b>			
ST 6- Improved knowledge and skills of staff working with preschool children	How has staff knowledge and performance changed?	TPOT Participant Training Surveys	Are ongoing training and support effective to achieve and maintain fidelity and/or quality and consistent data? How has staff knowledge changed over time? How has change in staff knowledge and skills impacted practice?
IT 4- Shift in practitioner practice and implementation of EBP with fidelity	How has fidelity changed?	TPOT Family Engagement Survey	To what extent are practices being implemented with fidelity?
LT 2- Increased rate of growth in the area of improved positive social	How has S-E growth rate changed, in relation to fidelity?	Improved rate of growth in social-emotional skills by age 6 or exit from	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?

Appendix VII NH iSocial Analysis Framework

Outcome	Question	Supporting Data	Original Question(s)
emotional skills (including social relationships)		preschool special education	Are we meeting the performance targets outlined in the SiMR?