

Commonwealth of the Northern Mariana Islands –Theory of Action: Part C

Key Strands of Action	If	Then	Then	Then
<b>GOVERNANCE</b>	<p><i>Adopts policies and procedures for systemic and systematic implementation of Assessments to address and support functional communication skills of young children.</i></p>	<p><i>...service providers can screen and monitor progress expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's</i></p> <p><i>...service providers can report assessment results to families and all program staff to be tracked and monitored.</i></p>	<p><i>...all infants and toddlers entering and exiting EI services will be assessed in expressive language abilities and functional communication skills.</i></p> <p><i>...each child will have a Early Literacy &amp; Language profile of their growth and progress in the areas of expressive language and functional communication skills.</i></p>	<p><i>All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's functional communication plan based on the Early Literacy Language Checklist.</i></p>
<b>PROFESSIONAL DEVELOPMENT</b>	<p><i>Provides professional development on how to collect, analyze and use evidence-based strategies from multiple sources.</i></p> <p><i>Provides professional development on the Division of Early Childhood (DEC) Recommended Practices in the essential components of instructional strategies</i></p>	<p><i>...all service providers can accurately and systematically assess and support infants' and toddlers' expressive language and functional communication skills.</i></p> <p><i>... families and service providers will be knowledgeable in evidence based processes such as the coaching and mentoring model.</i></p> <p><i>...service providers will have increased their competence to support families build their capacity to promote their child's development through daily routine activities.</i></p>	<p><i>... all service providers will be able to systemically use the data to report growth and progress and plan specialized instruction based on individual needs of the child.</i></p> <p><i>...families will gain confidence to engage with their child during typical daily routines.</i></p> <p><i>...all children will have purposeful opportunities to gain the age expected skills in expressive language and functional communication skills.</i></p>	
<b>COLLABORATION</b>	<p><i>...implements the use of evidence-based processes such as Early Childhood Coaching, Early Start Denver Model, and Expressive Language and Functional Communication strategies and resources.</i></p>	<p><i>...families and service providers can identify priorities and develop goals together using a systematic process to determine barriers that may prevent the child/family from being able to address the Expressive Language and Functional Communication skills.</i></p>	<p><i>...children will have purposeful opportunities to work on communication skills.</i></p> <p><i>...children will be provided with appropriate assistive devices that will promote and enhance communication abilities.</i></p>	
<b>AMTA</b>	<p><i>...provides targeted on-going technical assistance based on performance data and infrastructure needs on specific topics to meet the needs of the family.</i></p>	<p><i>service providers can plan and target strategies for Expressive Language and Functional Communication and integrate the DEC recommended strategies that can be embedded in the family's daily routine and are culturally accepted.</i></p>	<p><i>...families can support their child's Expressive Language and Functional Communication Skills.</i></p>	

## CNMI: Part C Logic Model

